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SOCIAL EDUCATION

VOL. XIII, NO. 1

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Editor's Page

ACADEMIC FREEDOM

THE concept of freedom has been one of the most dynamic forces in history. Yet, with all its attraction, no concept is more elusive. To define it is to restrict its meaning. Conversely, failure to establish a workable definition invites irresponsible action and may, indeed, lead to license. The problem becomes immeasurably more difficult when freedom is modified by the word "academic." What, if any, are the proper limits to the freedom of a teacher, whose activities are related to his institution, his colleagues, his students, the parents of his students, and the society of which he is a part and which in turn he serves?

WHAT IS ACADEMIC FREEDOM?

WE DO not pretend to know the answer, if single answer there be, to this question. But from past experience we have the strong impression that a workable definition of academic freedom must include the rights and responsibilities of the teacher in a number of roles.

1. *The teacher in the classroom.* Most obvious are the teacher's rights (given a "free" society) in the classroom. These rights have been concisely summarized by the American Association of University Professors in a statement reprinted on page eight of this issue of *Social Education* (see "Academic Freedom," paragraphs "a" and "b"). This statement in its entirety is "must" reading for every teacher interested in the problem of academic freedom.

2. *The teacher as a citizen.* When he steps out of his classroom, library, or study, the teacher does not cease to exist. He is still a citizen—although many teachers have bitter memories that appear to refute this statement. Loyalty oaths required of no other groups, prohibitions openly proclaimed or subtly exerted against membership in certain associations, positive requirements ranging from attendance at church to weekly appearance at "the leading" community association—all these restrictions, and others too numerous to catalog, deny the full rights of citizenship to many American teachers. On this

point, too, the American Association of University Professors has formulated a clear and easily grasped principle (see "Academic Freedom," paragraph "c" on page 8).

3. *The teacher as a wage earner.* In addition to being a citizen, the teacher is also a wage earner. Unless he enjoys a measure of economic security, freedom is an illusion. And without freedom neither the teacher nor the institution that he serves can fulfill a proper obligation to the students and to society. Academic freedom is, therefore, closely integrated with problems of tenure, retirement, and administrative procedures of employment and dismissal. Here, too, the AAUP has enunciated a thoughtfully prepared policy with specific recommendations for both teachers and administrators (see "Academic Tenure" on page 8).

4. *The teacher as an educator.* Not least important in the definition of academic freedom is the clarification of the teacher's position in reference to the entire administrative structure. Is he a mere employee, a hired hand? Is he a colleague in the fullest sense of the word, with responsibilities that are different only in kind and not in importance? We speak of education for democracy. Can this be realized in an administrative structure that is itself not democratic? Can we expect teachers who do not enjoy the freedom and responsibility of a cooperative educational enterprise to develop free and responsible students?

5. *The teacher's responsibility to the students and the community.* Finally, and both implicit and explicit in all other aspects of academic freedom, is the teacher's responsibility to the students and to society. The public schools exist to preserve society, or, if we correctly recall the phrase of Professor Hocking, "to perpetuate the type." But they also exist, as Hocking pointed out, to enable the individual to advance beyond the type. The teacher's rights are, therefore, defensible only to the extent that they enable the schools best to serve society and the individuals who compose that society. Stated differently, academic freedom is a means to an end, and that end is the creation and maintenance of a society

in which all individuals enjoy under law the fullest possible measure of freedom.

FROM THEORY TO ACTION

IN RESOLUTIONS, adopted unanimously on November 26 at the Chicago meeting and reproduced below, the National Council for the Social Studies reaffirmed its determination to stand in the front lines of the continuing battle for academic freedom. Under the leadership of its chairman, Arch W. Troelstrup of Stephens College, Columbia, Missouri, the Council's Committee on Academic Freedom¹ is working to translate these resolutions into effective action.

The Committee cannot do this job without the full support of the Council's members. Dr. Troelstrup and his fellow workers want to hear from you. What rights do you, a classroom teacher or school administrator, believe are properly yours? What responsibilities are you willing, on the record, to assume? Do you know of any instances when academic freedom has been violated? What have you done to protect yourself and your colleagues? What machinery have you established in your school and community to educate the teachers and the public alike to the problems of, and need for, academic freedom? Your answers to these and other related questions will enable Dr. Troelstrup and his committee—our committee—to make speedier and more effective progress.

WHILE the Committee carries on its study during the coming year, there are jobs that we can undertake in our own institutions.

¹ Other members of the Committee are Anna Appleby, St. Petersburg, Florida; Ralph Adams Brown, Cortland, New York; George Engberg, Cincinnati, Ohio; and Ruth West, Minneapolis, Minnesota.

RESOLUTIONS ADOPTED AT CHICAGO

The following resolutions were adopted by unanimous vote at the annual meeting of the National Council for the Social Studies in Chicago, November 26, 1948.

CONSCIOUS of our obligations as citizens, as students of contemporary problems and events, and as teachers of future voters, we, the members of the National Council for the Social Studies, resolve that:

1. The Council favors the continued support of the United Nations and Unesco, and the further-

Every local group of teachers might consider the advantage of organizing its own committee on academic freedom.

Local committees can perform several important functions. They can organize and conduct faculty discussions with the objective of clarifying the problem. They can assume leadership in the task of educating teachers to meet their responsibilities as well as to secure their rights. (The need for education in this area is urgent, as Howard K. Beale discovered in the course of the thorough investigation of freedom in teaching that he made some years ago for the American Historical Association.² Ignorance is as restrictive a force as an ill-advised statute or the activities of pressure groups.)

Local committees on academic freedom can also serve a most important function by developing a program of education for the public. Possible misunderstanding can be anticipated and future trouble can thereby be averted. Finally, by working together as an organized group on problems of concern to every member of the group, cooperative effort can be stimulated, with resulting benefit to the entire profession.

In an increasingly complex world nothing can substitute for cooperative endeavor. As teachers we must accept the duties of membership in a professional organization before we can hope to enjoy the fullest measure of benefits that come from organized activity. One of the professional problems inviting our immediate and continuing attention is that of academic freedom.

² See Howard K. Beale, *Are American Teachers Free?* (1936) and *A History of Teaching in American Schools* (1941). Published by Charles Scribner's Sons for the Commission on the Social Studies, both of these reports provide useful material for groups of teachers interested in analyzing and acting upon the problem of academic freedom.

ing at the classroom level of the ideals of these organizations.

2. The Council commends all efforts on the part of the social studies teachers to further the peaceful use of atomic energy and the elimination of its use as an aggressive weapon.

3. The Council urges social studies teachers to support civil rights, guaranteed in the Constitution and defined by the President's Commission for Americans of all races, creeds, and nationality backgrounds.

4. Since a greater understanding of the people

of a country can be brought about only by a knowledge of its institutions, historical background, and ideologies, the Council recommends that the study of diverse countries, including the U.S.S.R., be continued, and intensified.

5. The Council continues to oppose thought control and loyalty probes without due process of law and scrupulous regard for individual rights.

6. The Council recommends that each teacher attempt to cultivate within his pupils the spirit of free investigation and critical thinking.

7. Since free investigation is an integral part of our democracy, the Council condemns bans on magazines and newspapers, such as those imposed on the *Nation*, *Building America*, and *Scholastic Magazine*.

8. The Council supports the right of a teacher to join organizations of his choice, except those which advocate the overthrow of the government

by force, without fear of jeopardy to his position.

9. The Council condemns present discriminatory practices in public schools in the employment of teachers and admission of students as a direct contradiction to the aims of democratic education.

10. The Council wishes to extend its deepest appreciation to the Chicago Public Schools, the Illinois Council, the Chicago Council, the West Suburban Council, the South Suburban Council, the Chicago School exhibitors, the commercial exhibitors, and the officers, committees, and program participants for their efforts in making this convention a success.

Respectfully submitted,

The Resolutions Committee

Proctor W. Maynard

Edith West

Joe Park, Chairman

ACADEMIC FREEDOM AND TENURE¹

STATEMENTS OF PRINCIPLES

Editor's Note: In 1925, at a conference called by the American Council on Education, there was formulated a statement of principles concerning academic freedom and tenure. Participating in this conference were representatives of the American Association of University Professors, the American Association of University Women, the American Council on Education, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land-Grant Colleges, the Association of Urban Universities, and the National Association of State Universities. The statement of principles formulated and agreed upon in this conference, known as the 1925 Conference Statement on Academic Freedom and Tenure, was endorsed by the Association of American Colleges in 1925 and by the American Association of University Professors in 1926.

Since 1934 representatives of the American Association of University Professors and of the Association of American Colleges have met in joint conferences to consider the problems and the principles of academic freedom and tenure. At a conference in 1936 it was agreed that, in view of certain ambiguities in the 1925 Conference Statement, the two Associations should undertake the task of restating these principles. Pursuant to this agreement joint conferences were held in October, 1937, January, 1938, and October, 1938. At the October, 1938 conference a revised statement of principles was agreed upon. This revised statement was endorsed by the American Association of University Professors in December, 1938 and with several amendments by the Association of American Colleges in January, 1940. These amendments necessitated further consideration of the 1938 Statement by the repre-

sentatives of the two Associations. At a joint conference held in November, 1940 a consensus was again reached and the 1940 Statement of Principles was agreed upon. This statement of principles was endorsed by the Association of American Colleges on January 9, 1941, by the American Association of Teachers Colleges on February 22, 1941, by the American Association of University Professors on December 28, 1941, by the American Library Association (an adaptation for librarians) in June, 1946, by the Association of American Law Schools on December 29, 1946, and by the American Political Science Association on December 27, 1947.

1940 STATEMENT OF PRINCIPLES

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher² or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the

¹ Reprinted with permission from the *American Association of University Professors Bulletin* (Spring 1948), pp. 134-137.

² The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the cases of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

What's Right with the Teaching of the Social Studies?

Stanley E. Dimond

WAR, strife, and conflict characterize the times in which we live. Howard Mumford Jones has said that:

"If any human being brought up in the tradition of western civilization could, by some miracle, step outside the familiar patterns of that culture; if history could come to him with the same shock of surprise that a new and stimulating novel brings him; if, in sum, retaining the moral idealism of world civilization as a standard of measurement, he could yet discover for the first time what has happened to mankind in the last fifty years, such a person would, I think, be overwhelmed by a single tragic fact; namely, that the history of mankind for the last half century has been a history of deepening horror. Since 1896 the earth has scarcely known a year without warfare, armed revolt, massacre, pogrom or other ingenious forms of slaughter."¹

We are, I suspect, the bloodiest generation that has ever inhabited this globe.

What has life been like for the parents of the children now in our schools? For the youngest parents there is memory of the world's greatest depression followed by the world's greatest war. For older parents there is memory of World War I, a boom and bust, and World War II.

What is life like for men and women who have experienced the anxieties and frustrations of depression and war? What is it like to be a child growing up in a world that is filled with conflict and disunity?

Each of us, because he has lived through such a period, has lost something of his finer sensibilities. The records of mental hospitals and the statistics of juvenile delinquency show clearly that many cannot adjust to the strains of life in these times.

And what of social studies teachers in such a

period? Can we live calmly in an age of strife? Do we have any expectations that we can be academically immune from the social diseases that surround us? Such expectations are of course absurd. We must realize that we are going to be subjected to criticism by pressure groups, that we are going to be neglected by the thoughtless, and that the clever but unscrupulous are going to try to manipulate us. The nature of our job is such that we cannot—if we would—escape the outbursts of the emotional, the cynicism of the skeptic, or the apathy of the ignorant. We, too, are caught in the storm of social forces that surround us.

Because the past year has been a particularly hectic one for some social studies teachers, it seems wise at this time to pause and ask: How are we doing? How are we bearing up under the impact of the times in which we live? What's right with the teaching of the social studies today?

During the past year it has been my privilege to travel fairly widely, to visit many social studies classes, to work intimately with many teachers, to meet with many parents. From the experiences and impressions thus gained, I am convinced that there are many things that are right with the teaching of the social studies.

UNDERSTANDING CHILDREN

ON THE asset side of our ledger I would place first the sincere and conscientious effort that social studies teachers are making to understand the children they teach.

In a world that for many children is filled with anxiety and fear, I am pleased that social studies teachers are concerned about the personal problems of children. Elementary decency has not been lost in our classrooms. Teachers, by and large, in spite of their own great problems, have remained polite, courteous, and considerate. School is a place of security for most children—a spot where, for a few hours each day, they can

This presidential address was delivered at the twenty-eighth annual meeting of the National Council for the Social Studies in Chicago on November 27. The author is divisional director of Social Studies in the Detroit Schools and director of the Detroit Citizenship Study.

¹ *Education and World Tragedy* (Cambridge, Massachusetts: Harvard University Press, 1946), P. 1.

escape from the confusion and uncertainty of life around them.

It is no accident that many social studies teachers give increased time to the professional study of child growth and development. As personal behavior becomes more complex under the strains of modern life and more difficult to understand, we seek to learn more from the psychiatrist, the psychologist, and the social worker. We have realized that unless we can help children to adjust emotionally to the conditions of present day life, they cannot learn successfully the subject matter which we teach.

As a result of this effort to know children better we are beginning to accept a few simple facts of mental hygiene. We know, for example, that all behavior is caused; in modifying that behavior we must deal with causes and not with symptoms. We know that children grow at different rates. We know that if we are to teach a child, we must emotionally accept that child. We have been impressed, for example, by the Baltimore history teacher who demonstrated in an experimental situation that children learned more history when she deliberately encouraged friendships among her pupils.² We are aware that the friendless child does not do as well in school, and we suspect that lack of acceptance by other children is a chief cause for children dropping out of school.

Children have certain basic needs. If they are to learn, if they are to be happy, if they are to survive in these days these needs must be satisfied. They have been summarized by Dr. Louis Raths of New York University as the need for love and affection; belonging; success or achievement; freedom from overburdening guilt; economic security; freedom from fear; self respect (one requisite to which is a share in making decisions); and personal integration in attitudes, beliefs, and values.

The emotional life of a child is a very precious thing; I am glad that the value of that emotional life is prized more highly each year by more and more social studies teachers.

DEVOTION TO DEMOCRACY

A SECOND thing that is right with social studies teaching is the unswerving devotion of social studies teachers to the ideals of democracy.

² Ellen M. Atkin and Lawrence A. Riggs, "Sociometric Experiment with Isolated Children in a 7A High Group." *Baltimore Bulletin of Education*, XXII (February-March, 1945), pp. 95-99.

There is no professional group in American life that has been more sincerely devoted to the cause of democracy. Lawyers, doctors, social workers, the clergy, business men—all must rank below the social studies teachers in this respect because teaching the democratic way of life is our main reason for existence.

This great democratic republic has survived depression and war in no small part because year after year social studies teachers develop in our schools children who are dedicated to American ideals and who have an understanding of American history. We have done this job not for a superior, aristocratic, intellectually elite class. We have performed this task for the great masses of children. This is a task which has never been accomplished before in mankind's history; and it is an accomplishment of the past two decades.

Petty critics have said that we do not teach American history. This we have successfully refuted. Radicals have accused us of being conservatives; reactionaries have claimed that we are liberals. The truth is that social studies teachers reflect the wide range of social philosophy that is characteristic of American life. This is our great strength. It has given stability to our profession. It has helped us to avoid the pitfalls of the extremists. And regardless of differences in social beliefs we have been united in our devotion to the teaching of democracy.

Teaching democracy is not a simple process. It is made up of at least four elements.

1. Emotional response
2. Intellectual understanding
3. Opportunity for participation
4. Personal behavior

Emotion plays an important part in the teaching of democracy. Reciting the Pledge of Allegiance to the Flag, feeling a tug at the heart strings before the Lincoln Memorial, thrilling to the singing of the *Star Spangled Banner* are important aspects of our democratic teaching. It is well that this important ingredient has not disappeared from our schools. Emotional appeals alone, however, are not adequate for teaching democracy.

Intellectual understanding is also necessary for democratic citizenship. Boys and girls need to know the facts of American history, the nature of the American Constitution, the position of the United States in world affairs, the social forces at work in the world. They need to draw generalizations about the meaning of democracy. They need to test historical episodes against democratic criteria which they have developed.

They need to analyze concepts of freedom. By the process of assimilating knowledge and generalizing from their knowledge, true intellectual understanding of democracy is developed.

Since ours is a representative government, it is well to recognize in appraising the worth of social studies teachers that the participation of students in school government is made possible in many of the schools of this country because the social studies teachers serve as faculty sponsors.

The improved behavior of individuals toward one another is another fundamental in the teaching of democracy. Democracy rests upon a belief in the essential worth of each human being. It is natural, therefore, that social studies teachers in all parts of the country should take the leadership in the intercultural movement. We have finally recognized that our American ideals can never be fully achieved until all people are accepted regardless of race, color, religion, or economic class.

The thoughtless may think that democracy is easy to teach. By our loyalty, by constant effort, by recognition of our weaknesses, we have learned that this most highly prized way of life is not simple to teach, but that it can be taught. And social studies teachers are teaching democracy successfully.

IMPROVED METHODS

SOCIAL studies teachers also deserve praise for the improved methods which they use. Many orchids could be distributed for this accomplishment. Textbook publishers certainly deserve one. When we compare our books today with those of twenty years ago we cannot but feel gratitude to the publishing industry—gratitude not only because they have made our work easier, but, more fundamentally, because children are able to learn better. Similar compliments should deservedly be paid to those who have so successfully pioneered in the fields of audio and visual education.

Our methods are better today, too, because social studies teachers have made the community a part of the social studies laboratory. The possibilities for school-community cooperation have been used to increase youth's sense of social responsibility. Neighborhood surveys, projects with social agencies, community chests, and Red Cross groups are increasing in number each year.

The great advance in the treatment of current affairs is the aspect of methodology which I would like most to emphasize. Social studies teachers have learned with some "blood, sweat, and tears" of the importance of the effective teaching of

present day life. Gone are the days when the social studies dealt solely with the dead past. A growing emphasis is being placed upon a comparison of the past with the present. This has added interest and has increased learning. Confronted by serious social problems, it is encouraging to find that our young people are learning to deal with these problems successfully.

Someone said recently that the question now before social studies teachers is not, "Can we teach controversial questions?" but rather, "How can we teach controversial questions?" Certainly one of the greatest gains of the past twenty-five years has been the increased attention given to the study of current affairs.

Those of our leaders who have gone to Germany to help teach democracy to German youth have pointed out that one of the defects in German education is lack of attention to current affairs.

Adequate recognition has not been given in this country to those who have helped us by publishing current events materials for the schools.

In the process of teaching current events, social studies teachers have realized the importance of becoming more skillful discussion leaders. The successful social studies teacher gives all viewpoints a fair opportunity in his classes. He is careful to give the minority a chance to be heard.

APPRaising OUR WORK

THEIR constant search for better practices is another of the social studies teachers' strong points.

Better understanding of children, more successful teaching of democracy, and improved methods of teaching have come about because most social studies teachers are inveterate seekers after better ways of doing things. We believe our work is so important that we are never satisfied. If, in this and other conventions, we haven't pointed out all our flaws it probably has been because there wasn't enough time or space. If we haven't organized courses in every conceivable manner, give us time and we will. We seem to be tireless in our efforts to learn from others. We have faith in the experimental method. We are our own most effective critics.

I hope my attempt to stress the fact that social studies teachers have been doing some important things very effectively will cause no one to become self-satisfied. We have certainly not reached perfection. I expect to return to my usual role of seeking ways to improve social studies instruction. I hope you will do the same.

Inoculation Against Propaganda

L. H. Garstin

OUR schools take great care to see that children are immunized from physical diseases such as measles, chicken-pox, small-pox, diphtheria, and tetanus, but very little has been done to insure that they will not be infected by the propaganda "germ," one of the most contagious "germs" existent in our society. Propaganda ranks first as a killer of mental objectivity, just as surely as heart disease and cancer rank first among the modern enemies of the human body. Is it not time that the schools adopted more vigorous measures to inoculate the youth of the country against its effects?

The simplest approach to the study of propaganda is, of course, to begin with the most obvious and most easily understood forms and to progress to the more involved. For the average pupil a knowledge of consumer propaganda and political propaganda is probably the most valuable.

CONSUMER PROPAGANDA

CONSUMER propaganda should be introduced first, since it is the easiest form to illustrate and to understand. Consumer propaganda may be defined as that form of propaganda whose aim is to persuade individuals to buy products offered for sale. It is the propaganda of advertising, whether found in magazines and periodicals, on bill boards and hoardings, or on the radio and in the movies. For teaching purposes it may be divided into two types: (a) the visio-verbal, or propaganda of the written advertisement; and (b) the auditory, or the propaganda of the radio. The movies combine the two.

Visio-verbal propaganda: Advertisers use a great many devices to induce people to buy. A favorite technique is the appeal to the natural attraction of the opposite sex. Drawn to the advertisement by the picture of a charming girl, the reader will identify this pleasant experience with

The vice-principal of Kimberley (British Columbia) Junior-Senior High School urges social studies teachers to adopt more vigorous measures to inoculate youth against the harmful effects of propaganda.

the article for sale. A variation of this technique is the appeal to curiosity, in which the reader's attention is attracted by an unusual picture, such as a snarling tiger. Another variation is based upon the desire to look at pictures, particularly brightly coloured pictures; we are all familiar, for instance, with cartoons of famous comic-strip characters performing valorous deeds with the strength derived from eating some well-known cereal.

Another group of devices appeals to the emotions of envy or fear. Knowing the widespread desire to emulate famous persons, advertisers frequently remind the public that movie stars and socially prominent individuals use a particular product. The signed testimonial apparently carries great weight with many readers. Something similar in nature is the appeal to the desire for social status. The reader of an advertisement is exhorted to sell his car and buy the latest model because Mr. Jones across the street has done so, and the neighbors, noting the difference between the old jalopy and the brand new car, will draw uncomplimentary comparisons. Another form of this device is based upon the desire to attract the opposite sex, and the reader is cautioned to use a certain brand of hair oil that will make him well-groomed and glamorous. Closely parallel to this device is the appeal of social disapproval, as, for instance, those offensive advertisements that warn the reader to buy this or that toothpaste or deodorant and thus avoid social ostracism. Much use is also made of the appeal to the fear of insecurity, death, and old age. This is frequently used by insurance companies. The desire for wealth is also utilized to attract attention. With cash prizes as bait, contests of all kinds are sponsored by firms wishing to advertise their products.

Another popular technique capitalizes upon the natural love of children. The producer of a certain brand of baby food depicts a happy, healthy child, and accompanies the advertisement with a slogan exhorting one to protect one's youngsters with dependable foods.

Finally, advertisers frequently appeal to the prestige of science, describing their products in

a pseudo-scientific jargon, often accompanied by diagrams and illustrations. This type of appeal could not work if there were not a widespread popular misconception of science as a sort of "modern magic." Nothing more clearly indicates the need for basic education than this shameless exploitation of public ignorance.

Auditory appeals: As previously mentioned, the chief medium of auditory propaganda is the radio. For the most part, the techniques of auditory consumer propaganda parallel the visio-verbal. Thus the devices listed above are all used in radio advertising in one form or another. Everyone is familiar with how well-known movie actors and actresses advertise popular brands of soaps and facials; the share-the-wealth type of program to advertise similar products; the "soap operas" and sponsored dramas used as a means of attracting prospective customers of a dozen and one different articles; the testimony of patrons read over the air; the singing and rhyming commercials; and the one-minute dramatizations of life situations to illustrate the products necessary to successful romance, satisfactory social standing, and security from old age, death and accident. All the familiar appeals are here. It remains for the teacher to study them and to arouse the interest of the pupils.

MANY classroom activities can be developed in the analysis of consumer propaganda. For example, that portion of the unit devoted to consumer propaganda may be introduced by clipping advertisements from various magazines and periodicals, presenting them to the class for discussion and comment, and drawing from the students their ideas as to what appeal is being made to influence purchase of the products advertised. This might be followed by a student search for examples of the various techniques that the discussion has brought to light. Scrapbooks containing samples of propaganda appeals might be made. Such scrapbooks might include, in addition to actual illustrations of consumer propaganda, pupil analyses of the manner in which the appeals have been put across and comments on their effectiveness.

POLITICAL PROPAGANDA

BY THE conclusion of the above portion of the unit students should be sufficiently orientated to begin a study of the more abstract and difficult subject of political propaganda.

For instruction purposes, political propaganda may be divided into two sub-classes (a) the propa-

ganda of *esprit de corps*, and (b) the propaganda of speech and pamphlet. The first sub-class is concerned largely with the maintenance of group solidarity; the latter class is concerned more with increasing membership.

Of the devices of *esprit-de-corps* propaganda, the following should be drawn to the students' attention: (1) Songs create a sense of comradeship among those who sing them. They also sum up in easily understandable terms the aims and ideals of the group. As examples one might study the Fascist *Giovinezza*, the Nazi *Horst-Wesel*, the Communist *Internationale*, the French *Marseillaise*, the English *Land of Hope and Glory* and *There'll Always Be An England*, and the national anthems and songs sung at political rallies. (2) Symbols provide a concrete representation of the group's program, a representation which evokes a feeling of loyalty and devotion. Worn by the individual in the form of a badge or crest, the symbol identifies him as a member of the group and sets him apart as unique and different from ordinary mankind. Examples of symbols for study include the Italian fasces; the Nazi swastika; the communist hammer and sickle; the technocratic monad; emblems of lodges, unions and other organizations; and the various national flags. (3) Uniforms have functions similar to symbols. The blackshirts of the Fascists, the brownshirts of the Nazis, and the business suits of the Technocrats constitute illustrations to which attention may be drawn. (4) Parades and mass demonstrations induce a feeling of strength and solidarity, in addition to helping convince opponents of the hopelessness of opposition. (5) Initiation ceremonies satisfy man's love of ritual and ceremony. They solemnize and hallow group action. (6) Audience "plants" overcome inertia and promote overt action on the part of the individuals participating in group activities. Supporters are "planted" in the audience to encourage donations and applause. These supporters begin the applause or start the donations knowing that others will imitate their actions. (7) Oral testimonials serve the same function as audience plants. Previously primed individuals tell how joining and working for an organization or conversion to a philosophy or set of beliefs has helped them and given them new hope. This encourages others to join. (8) Socials bring the members together in intimate social intercourse, which tends to make them look on one another as comrades and friends. (9) Study groups, like socials, draw the members together. They also serve as a means of indoctrination. The com-

unist cell is an excellent example of this device.

Of the propaganda of speech and pamphlet, the following techniques should be mentioned:

Slogans: These sum up in headline form the beliefs and aims of the group. Examples: "Workers of the World Unite"; "Study! Action! Organization!"

Name Calling: This tags rival groups with names towards which the public is hostile. Examples: "Fascist, Nazi, scarcity philosopher, economic royalist."

Glittering Generalities: Words are used which may be interpreted in a variety of ways. They serve to create a favorable or unfavorable impression depending upon whether they are used to describe friends or enemies. Examples: "Civilized, anti-Christian, democratic."

Card Stacking: Facts are selected to give a good or bad impression, and contradictory facts are ignored.

Bandwagon technique: the impression is given that everyone is joining a group, the implication being that if one does not join one will be left out in the cold with no prospect of success or future reward.

Plain Folks: This is aimed at giving the impression that the speaker or writer is of the people or that the program is particularly concerned with the people. It is emphasized that the speaker or writer is a family man just like plain, ordinary folk. Or frequent use is made of such familiar words as "you and I," "your," "we," "our," and the like.

Misleading headlines: These are used to attract attention. A sensational headline summing up the statements or actions of a rival group is used even though the story under the headline may not bear out the story told in the headline.

Hiding the News: Prominent space is given to items of news to which it is desired that attention be drawn, while news to be hidden is placed on the back pages not so frequently read by the general public.

Cartoons: These are used to ridicule a rival leader or group by making the leader or members appear absurd or ridiculous. The aim is to draw members away from the group.

A WEALTH of activities is available to help develop an understanding of political propaganda. Students may draw examples of symbols and write explanations of the nature of the symbolism incorporated in the designs. They may collect samples of slogans and cartoons, and comment on their effectiveness as propaganda devices. They may collect propaganda-biased songs, and analyze them for their appeals and purposes. They may make lists of the most frequently used name-calling words, and note the responses they produce in the mind of the hearer. They may make lists of "generality" words, show how their meanings are many and vague. They may collect samples of political speeches and writing which

use the card-stacking and bandwagon techniques. They may search for propaganda devices in advertisements and political speeches.

DEFENSE AGAINST PROPAGANDA

IT IS not enough to teach students how to recognize propaganda. Many pupils will ask how one is to get through the propaganda to the truth or falsity of the facts which the propagandist is attempting to spread.

Let us look at consumer propaganda first. The following procedures might be discussed with the students:

1. Rely on the experience of trustworthy friends. Ask them what products to recommend. Their knowledge is valuable. At least they may warn against purchasing a shoddy product.
2. Seek the stamp of approval of government inspectors and reliable testing and inspection agencies.
3. Become familiar with the laws governing the standards and quality of products offered for sale. Investigate to see that these laws are being observed.
4. Become familiar with the scientific language used to describe products.
5. Learn to read advertisements so as to distinguish between factual statements and mere trade puffs.

Discriminating between the true and false in political propaganda is a far more difficult task. The only real solution to the problem is knowledge. The student who is armed with extensive knowledge of political, social, and economic problems is the only one who is ready to distinguish the true from the false. There are, of course, other more specific methods of combatting the effects of political propaganda, and these should be drawn to the students' attention:

1. Read the whole of the newspaper to which one subscribes, not just the headlines on the front page.
2. If possible, read more than one newspaper (or book or pamphlet) in order to become familiar with opposing points of view.
3. Where views on political and economic problems appear to be radically opposed, choose a middle of the road position if definite factual material is not available to help one come to a decision. The mid-point between two extremes is most likely to be closest to the truth.
4. Seek out and question the premises upon which political and economic statements are based.
5. Wherever possible, test statements made against one's own experiences and the experiences of reliable friends.
6. Analyze one's own background for prejudices, stereotypes, and dogmas picked up unconsciously through parental training, friendship associations, and reading.

Specific Advances in Germany's New Task of Social Education

Mary G. Kelty

WHEN the Allied forces entered Germany in 1945, the occupation authorities found themselves confronted with a difficult problem in social education, as well as hundreds of other problems. To guide general policy, a set of directives was drawn up—the famous Military Title 8. Among its prescriptions as to what should be done were two that fell within the province of social education. These were: (1) the encouragement of democratic living, and (2) the development of world-mindedness or understanding of other peoples.

To the advancement of these two objectives the Religion and Education Branch of the (then) Internal Affairs and Communication Division of the Office of Military Government turned its immediate attention. To assist the resident staffs, a series of expert consultants was sent out from America to serve for brief periods. The old textbooks used in German schools offered these workers no resources. The Nazis had effectively purged the older books; and of course their own texts had been permeated through and through with their dangerous ideology; so in turn the Allies purged these, leaving the schools nothing.

ONE PROBLEM: DEMOCRATIC LIVING

OVIOUSLY the problem of democratic living would require years before any substantial results could be achieved. The German people, as a whole, lacked acquaintance with the wide variety of duties and privileges that go to make up democracy. They were of different minds

This is part of the story of how educators from the United States are helping their colleagues in Germany to reconstruct, not only German education, but in a real sense, the foundations of German life. The author, who is well-known to the readers of *Social Education*, spent six months during the winter of 1947-48 in the American zone of occupied Germany as educational consultant to the Office of Military Government.

regarding its advantages and values. They had had little or no experience with its practices anywhere—in the home, the church, the school, the local community, or the state. From childhood the maxim preached to them had been "the first duty of the citizen is to be quiet." Neither was it to be expected that they would learn democracy rapidly or easily under conditions of military occupation; the emotional atmosphere was too deeply charged with resentment and fear.

The reconstruction of the schools, making them into places where children might live cooperatively and where they might have some voice in the management of their own affairs was not only against tradition, but it faced other handicaps. The physical condition of the buildings, and the lack of books and materials, not to mention food, fuel and clothing, almost stifled any enthusiasm for change. The meagre curriculum and the lack of equipment left little for children to plan or take charge of, except field trips. In the background, influencing teachers' attitudes, were the old mind-sets—that children ought to *learn*, that German education of the old type had been superior to that of the countries which now were attempting to bring about changes, and that those persons among their own number who were advocating different curricula had sold out to foreigners.

Children in the German schools were not the only ones who had never known much freedom. Administrators in general had given teachers little opportunity to participate in decisions, and superior authorities had handed down orders to their subordinates. Cooperative efforts among teachers and children, among teachers themselves, or among teachers and administrators had not been common. There were exceptions, but not enough to make the generalization untrue.

The exceptions, however, pointed out the most promising focus for the first efforts toward improvements. These had to be located and identified. The staffs of some entire schools measured up to the best standards of democracy, and individual members in other schools. From among

these came the first exchange teachers sent abroad to study and observe. On their return to Germany it was hoped that they, more effectively than "outsiders," might bear the onus of introducing, demonstrating, and defending the needed new ideas and practices. This process of exchange got under way slowly. Several more years must elapse before extensive results in German education can be expected from it.

The German forces favoring change in the spirit of the schools would be helped immeasurably if casebooks could be compiled immediately, describing in detail those democratic practices which are already in vogue in some of their own institutions, perhaps a German version of *Learning the Ways of Democracy*.¹ These descriptions would have the supreme advantage of appearing as native products rather than imports. In addition, there might well be translations into German of a few of the best American books on social education. Not too many—for the policy-makers must avoid as far as possible the charge that the schools are being "de-Germanized."

Already some well-meaning Americans have urged upon the Germans so continuously and unctuously their belief that "Democracy" is a panacea for all ills, that they have built up resistance to the very word. The connotation has been vague and associated mainly with the right to vote. The many other kinds of things that make up the basic freedoms have not been patiently spelled out, nor have the lives of the occupying forces always been examples of good human relations. Other Americans, in alarm at the results from this misdirected enthusiasm have recommended that the word "democracy" be avoided in discussions with Germans, a suggestion that obviously can not achieve the desired results either.

Breaking the concept of democracy down into its component elements and affording continuous living experience in each one of those elements is the only way that so difficult and complex an ideal can ever be understood and welcomed. Even with understanding, little can be accomplished until the whole emotional tone of the nation changes from what it is today—until hopefulness takes the place of fear and suspicion.

It would be unrealistic and unwise for America to expect a quick development of democratic living in Germany; but it would be even more

shortsighted and unwise for us to fail to realize that the means toward such an end are at hand, if we will try to use them, patiently and continuously, over a period of years.

THE SECOND PROBLEM: WORLD-MINDEDNESS

WE AMERICANS may take pardonable pride in our own progress toward democratic living, but we can hardly feel equal satisfaction in the development of world-mindedness among the great body of our citizenry. We are therefore in the awkward position of trying to help other people toward an objective that we ourselves have envisioned only dimly.

The Germans have probably done better than we have in presenting a view of the physical world; they know their place geography. Their understanding of world history, however, is woefully incomplete, possibly even worse than ours. Their attention has long been concentrated so singlemindedly on their own history that other peoples have, on the whole, been considered only as they impinged upon the German states. An exception must be made in the field of Ancient History, limited mainly to Egypt, Mesopotamia, Greece, and Rome.

In consequence, they do not understand other peoples well; perhaps little attempt has been made toward the achieving of such an objective. It is difficult for them (as it is for all of us) to be fair to others, to give credit where credit is due. Their texts are more likely to emphasize what Germans have done in all fields of endeavor. American emphasis on good sportsmanship, on being a good loser, on at least trying to recognize the contributions of others, has little counterpart in German mass sports or in German school textbooks. We fall far short of our own ideals but we at least avow that we intend to be fair. The "debunking" movement in our recent history and our commissions to examine textbooks to ascertain their treatments of Latin-America, Canada, the Far East, and the Soviet Union have undoubtedly been influences in our schools toward better balance in our view of the world. Those influences have been lacking in Germany.

Their tenderness in handling their own history is carried to amusing lengths; for example, the group of authors referred to below unanimously agreed that it would be impossible to refer to their Teutonic ancestors of 200 A.D. as "barbarians" in their textbooks—other peoples perhaps, but not the Teutons! In dealing with their own colonization of eastern Germany, they were reluctant to describe their treatment of the

¹ Educational Policies Commission, *Learning the Ways of Democracy* (Washington: The National Education Association, 1940), Pp. 486.

Wends as "cruel"; when American accounts of our own treatment of the Indians were shown to them, they decided that such statements could be possible in school textbooks only because the Indians were all dead! The only alien group about which the German school texts were really enthusiastic was the ancient Greeks.

The most discouraging aspect of the problem is that they do not realize that they underestimate other peoples. Perhaps study and travel in many other countries and examination of the manner of treatment of world history by other nations will in time result in a fairer estimate of German contributions to world culture as compared with those of others.

World-mindedness is also hindered by the type of history that has been usual in German schools below the university level. There has been at those levels undue emphasis on military and political questions, as there was in the United States forty years ago. Social and economic phases have been undervalued. For example, the historical treatment of public health through the ages was roundly condemned by the German authors mentioned below as outside their purview. At the university level, a splendid synthesis of materials was effected, but at the level of general education there was little absorption into the history courses of materials from anthropology, political science, economics, sociology, social psychology. The nation's disastrous experiments with geopolitics during the Nazi period has left their educators with a strong disinclination to venture into any merging of subjects again.

A beginning toward better understanding of other peoples was made in 1948 in the enterprise for writing new school history texts, described below. The same attempt should be made in other fields.

THE WRITING OF NEW SCHOOL HISTORY TEXTBOOKS

IN GERMANY during the first three years of the occupation by the Allied forces, Military Government allowed no teaching of history. The staff of teachers had to be de-Nazified, and there were no approved textbooks. For a people so conscious of their past as the Germans, this prohibition was felt to be a severe deprivation.

By the spring of 1947 enough progress had been made in purging the teaching force to encourage the Education Relations Branch of the Office of Military Government to look forward towards lifting the prohibition against history. A commission of social studies experts was sent from Amer-

ica to survey the situation, to make recommendations, and to confer with the "indigenous" authorities (the term generally used by Military Government to designate the German).

The first concrete step generally taken by the German education authorities was the appointment of committees to draw up recommendations for content and grade placement. In their deliberations they received much help and stimulus from the American consultants. They proved themselves reasonably open to suggestion if the suggestion reached them early in their deliberations, before they had taken a public stand. Especially well did they respond to a good question, such as: Are your students getting an adequate view of the world, and getting it soon enough?

Some of these committees worked more consistently than others; some covered the entire field from primary up to university levels more completely than others. Most of them felt the need of concentrating first on history. By the autumn of 1947 the Berlin committee had completed its general outline for history for all grades, and the military authorities there were in desperate need of social studies materials of many kinds, but especially of history textbooks. The Marxian interpretation was seeping in at a dangerous rate.

The remainder of this article is devoted to a detailed description of what was done in Berlin, since the group there accomplished its work at a faster rate than did the other four. Somewhat the same procedure was followed in all *Länder*, except that in Berlin the grade-placement outline had to be approved by the four occupation powers (The *Kommandatura*). For Berlin was governed cooperatively (1) by the four allied governments directly, whereas the rest of Germany was divided into zones, each administered by a different power, although under the Allied Control Authority.

Therefore, it was necessary that the grade-placement outline go through the slow process of consideration and approval by a special committee of *Kommandatura*, complete with its British, French, and Russian interpreters and clerks. The process was slow and trying and was complicated by the fact that the same person did not always serve as representative of a particular power during the five months required by the meetings.

While the outline was undergoing inspection, steps were set in motion to provide the badly needed textbooks in history, to be ready for use, if possible, by September 1948. To meet such a deadline, the task must obviously be undertaken

as a cooperative enterprise. Plans were therefore made for three authors to work on the history text for each grade, beginning with the fifth school year and extending through the twelfth. In Berlin years five through eight constitute the period of compulsory full-time general education and are therefore of special importance.

WHOMO should prepare the books? The experienced authors who had been writing the schoolbooks since the early 1930's were, of course, out of the question; the younger teachers had been, on the whole, poorly prepared and mis-educated; most of the eminent historians were too old or too fully occupied with their university duties. The only resource seemed to be the teachers serving in the schools.

The German school authorities in Berlin therefore released twenty-four of their best qualified teachers to undertake the textbook writing. These qualifications were set up: (1) good subject-matter preparation for the period to be treated in a particular year (about half had the doctor's degree from German universities); (2) outstanding success in teaching children in the particular grade for which the book was to be used; and (3) some familiarity with the English language (the reason for this last requirement is stated below). The same German chairman agreed to serve, who had been chairman of the committee which drew up the original outline. Each author was promised, in addition to his regular salary and a small royalty, one meal a day at the Indigenous Mess (a very potent inducement indeed), a bus pass to provide transportation on military government buses, and a warm room in which to work (a not inconsiderable factor). Later a special gift of a CARE package for each author was sent by a group of American teachers.

While the mechanics for releasing the teachers were grinding their slow way through administrative channels, both German and Allied, much could be done by the consultant. The bare outline of grade placement approved by *Kommendatura* was to serve as a guide for the books; but it was possible also to introduce, in connection with many of the topics, more functional material. The filling out of the outline, with attention to cultural history, to the findings of anthropology, political science, geography, and economics proved to be of enormous help to the inexperienced authors who afterwards set themselves to the task of writing.

A curriculum center was opened by the Berlin Sector Office of Military Government. This was

a large building, formerly a dwelling, but well-adapted for group work. It was staffed with German assistants and a translator whose services later proved to be invaluable. In this center a small conference room was set aside for each of the committees (3 persons) who soon would be working on each book. Thus the three authors would be accustomed from the first to working together and talking over their problems with one another. Larger conference rooms were set aside for authors of school years 6 and 9; 7 and 10; and 8 and 11; since these were working at different levels on somewhat the same materials (a two-cycle plan).

Four typists were secured, and what was much more difficult to find—four typewriters. At times, however, these were inoperative since there seemed to be available no typewriter ribbons in all Germany! Even paper, one of the scarcest materials on the continent, was difficult to secure.

The assembling of references for the authors filled up much of the remaining time while the releases were being secured. Few histories published in Germany could be used; those in public libraries that had been printed in pre-Nazi days had been destroyed by Hitler, and those issued under Nazi auspices the Allies had banned. Many of each type doubtless remained in private libraries, but on the authorized list were a bare half dozen. Some American and British books had been donated to the curriculum center, with a sprinkling of French and Swiss texts. Without the help supplied by army education sources—the courses for the armed forces, extra copies from such colleges as Shrivenham, and loans from the Military Government libraries—the work could not have been done. Even at best, the sources were inadequate.

Most of these references were in English. While the authors were supposed to be able to read English, many of them did so with difficulty. To assist them, lists of exact page references were drawn up for every topic in every outline. This time-consuming job proved its worth later, when the authors were left entirely to their own devices.

The services of two eminent German historians were secured, who agreed to read the manuscripts and detect inaccuracies in the aspects of German history treated. A professional German writer of children's literature was engaged to confer with the authors on style and to read and criticize the manuscripts as they came in. One of the authors agreed, for extra compensation, to serve as "executive secretary" for the group; his duties centered largely about the receiving of

manuscripts and managing of the typists. An assistant secretary managed the endless "government red tape" connected with the bus passes, the meals, and the numerous questionnaires.

By January most of the preliminary preparations had been completed and a few authors began to drift in. Volunteers had been understandably hesitant, for whoever identified himself as "working with the Americans" would be a marked man when or if the Americans should decide to give up Berlin. That is what the Berliners feared would happen. It took much courage for a person to volunteer.

By February the education authorities in the British sector had decided to come in on the enterprise. They therefore appointed a co-chairman to help administer the work and released a group of teachers from their sector to fill in the vacant spots in the various committees.

Changes in personnel occurred even after that. One author would be forbidden by the Health Department to work with others because of incipient tuberculosis; another would be informed against by a neighbor on charges that he had concealed his Nazi affiliations when he filled out the official questionnaire; and another would prove incompetent to carry his responsibilities. The turnover retarded progress.

The Writing Begins. When the group of authors had at last been assembled, the first two weeks were devoted to an examination of the modern textbooks which had been assembled in the Curriculum Center. These teachers had been completely cut off from the rest of the educational world for fifteen years. They found the idea of textbooks which would progressively render pupils more and more independent of the teacher new and strange; their pupils had always depended on the teacher's presentation as the core of the educative process, and books were largely for reference purposes. They agreed, however, that their former books had, in general, been "too hard" and not sufficiently attractive.

During these two weeks the group studied how the different authors secured continuity in thought, how they attempted to bring about understanding rather than memorization, how they developed concepts and generalizations. Types of chapter- and topic-headings were examined to ascertain why some were more challenging and attractive than others. The daily conferences were interesting examples of language difficulties. The consultant spoke in English, as slowly and distinctly as possible; the authors did the same in German. When one or the other speeded up

too much or when unusual expressions required explanation, the services of the interpreter who was always present were called for. With good will on both sides the results were better than might have been expected.

The kinds of exercises and "things to do" at the ends of sections and chapters in the books examined provoked spirited controversy. Some of the authors maintained that it was an insult to a teacher's intelligence to suggest worth-while exercises to him. After careful examination of the best of the samples, however, the majority agreed that many teachers might profit by such help. A few of the authors succeeded in devising excellent examples for their own books; most of them, however, never advanced beyond good "thought-questions."

BY THE end of this exploratory period, all were eager to set to work. First, the three authors who were to produce each book divided their outline into sections and decided who among them was best qualified to prepare each section. Then they began the laborious process of reading and note-taking; how laborious it was can perhaps be imagined if we envision ourselves doing the same thing from German sources. The results showed that in most cases the banned private libraries were heavily drawn upon as a relief from long and difficult material in a foreign language.

Only one of the authors had previously published a book, and none of them had had experience in cooperative writing. They simply did not know how to work together. At first, each made a speech to the others; they listened politely and in turn replied with another speech. There was little exchange of views or pooling of ideas. Accepting help from one another came hard, and accepting criticism came harder. But as time went on, each seemed to gain confidence from his fellows. The fact that each committee had its own conference room where the members could talk privately and freely helped to ease the situation and to remove constraint. Spirited discussions took place.

One woman who had been a refugee in England for eight years had caught the vision of what children might do in connection with themes or topics, and labored valiantly with all the committees to spread her understanding. Two others, far ahead of the rest in their conception of the types of questions which ought to be included, held meetings with all their colleagues to try to give help. Each time they returned shak-

ing their heads, and reported that such work was "*sehr schwer*."

The greatest difficulty that the manuscripts reflected was the unconscious prejudice and preconception of the authors. Mention has already been made of their unwillingness to face uncomplimentary facts in their own history. To give credit where credit was due proved especially difficult with regard to Poland, France, Bohemia and Russia. The Franco-Russian War, the Treaty of Versailles, and the status of Wilson's Fourteen Points were especially sore points. The Germans have for so long used history to prove certain points that it was extremely difficult for the authors to see that the same arguments could be turned against them; for example, that Lorraine was German because it had been under German control for centuries, that peoples in neighboring countries were predominantly German and therefore should be added to the Reich. The general spirit of the authors, however, probably differed little from that of any comparable group in our own country. Prejudice-free history is extremely difficult for any nation to produce or accept.

The long-time tradition of German history-writing was also a limiting factor. Many of the authors felt that every dynasty should be mentioned, and most of the members of the dynasty. They were reluctant to give up recording the dates of birth and death of every person mentioned, the beginning and end of each reign, and the date of practically every important event. These might be useful if anyone ever wanted to look something up! Wars and battles and political intrigues had always been given preponderant emphasis, but the new outlines ranged widely over the history of the whole world, and evidently something would have to give way. Cries of anguish went up whenever a group tried to decide what should be left out. But far be it from American teachers to point the finger of scorn; we haven't done so well ourselves in weighing relative values.

Another difficulty was that interpretation was almost invariably in terms of leadership. The "great man" theory came to the fore in the writing of even those authors who considered themselves thoroughly democratic. So hard is it for a people to dissociate themselves from their training. There was also an incomplete background of information about the history of Latin America, the Far East, Russia, the United States, technical developments and social problems; to build up such a background in a short time was impossible with the resources available. A thoroughly

reconstructed university training for prospective teachers is obviously an immediate need.

DURING the months that the authors were gathering their materials and holding small-group conferences, there was a weekly meeting of the entire staff, at which time general themes were discussed. Some of these were: How can the particular topic on which you are engaged be shown as vital to the world of today? Is the connection shown in your manuscript? Can your discussion be shown to have any connection with life in the local community? How have you secured continuity of thought? How have you stated your headings? What types of questions do you propose to include? What preparation are you making for the kinds of pictures and maps you want included? Each author would give examples from the chapter on which he was working. An Outline of Points to Consider in Rating Textbooks, that had been drawn up by the Education Branch of the Office of Military Government, was distributed and discussed. Thus the writing task was, at the same time, a valuable educational experience for the authors.

So the project progressed throughout the spring months. That the Berlin authors produced more concrete results than committees in the other states was due largely to the fact that they were the only group which had been released from teaching in order to write. The others were supposed to write in addition to their regular duties, and the task was too heavy. The importance of one good meal a day given to the authors must not be underestimated; the lethargy of which many Military Government officials complained in regard to their assistance was due at least partly to undernourishment. A psychological factor of real importance was that this production enterprise was the first forward-looking accomplishment with significant implications for the future in which German writers had been able to engage for years.

The Question of Editing. The manuscripts were drafted in four installments. The second installment proved plainly what the first had indicated—that the editing of the series of seven² books would be a tremendous task, and that without rigorous editing they could hardly be used. Not only were most of the authors inexperienced in writing, but among the three working on a

² The basic outline for the last (twelfth) year was so far from what it purported to be—a modern problems course—that the consultant declined to have anything to do with it.

single book there were repetitions, omissions, contradictions, flagrant prejudices, and marked differences in style and treatment. Since no one else, German or American, would undertake so enormous a task, the consultant began it, with many misgivings as to how much editing the authors would be willing to accept. The editing of five of the books was completed within the time limit of the consultant's period of service and arrangements made for the local staff to continue with the two others. The texts for the four years of compulsory general education were already in the hands of the publisher when the Russians shut off Berlin's electric power early in July. So in August, when this article was written, it was uncertain whether the series could be printed in time for September use.³

An unexpected difficulty was the adjusting of differences between the publishers and the group of authors. German publishers, it seems, have not been accustomed to working with official committees of teachers, rather than individuals. They were inclined to decide for the committees, not only the method of treatment, but the detailed content to be included. Only the firm backing of the committees of German teachers by the Education Relations Branch of Military Government in Berlin saved them from undue domination by the publishers.

The material had also to be approved by the Education Branch of OMGUS—a step which the authorities were glad to expedite as much as possible, for they, too, hoped that new texts might be available soon. And their approval was necessary before the needed paper could be allocated.

The last few group meetings with the authors were happy occasions; at this time they decided upon the format, the titles of the series and the individual volumes, and the arrangement of the title page. Their satisfaction and pride were heart-warming to see, for they had known little joy for many years. They were confident that the volumes would be used, not only by the children and teachers, but by many of the parents as well. Thus, these textbooks might be a strong, contributing factor towards spreading new ideas among the whole people.

A SCHOOL NEWSPAPER SET UP

ANOTHER specific advance in the German program of social education in 1948 was

³The first book in the series has been received in America since this article was written.—Editor.

the production of a series of school newspapers. Early in the occupation, Military Government issued a directive that current events should be taught in the schools. The teachers had great difficulty in complying with that requirement. There were few newspapers in the country which even purported to be unbiased; most of them were organs of some political party or of one of the occupying powers. Children, reflecting their parents' views, were violently partisan, and in many cases teachers hesitated to "take sides."

Some source for the current events classes was urgently needed, which would present all sides of controversial questions in as unbiased and balanced a manner as possible. Such a source would also give teachers confidence in their management of topics of the day; they could refer parents or critics to what the "school newspaper" said and thus at least transfer the heat to the editor—who would have official backing if he really were presenting both sides fairly.

With the help of the Information Control Branch, the Berlin school authorities succeeded in interesting local publishers to experiment with a series of two newspapers, one for children 10 to 14 years of age and one for those 14 to 18. This kind of publication was new to Berlin schools and the first issues left much to be desired both in content and style. Especially did the editors have difficulty with the paper for younger children. Models of similar papers from the United States were studied carefully. As the weeks went by, the editors gained in experience and in judgment as to selection and treatment. Today⁴ Berlin enjoys two weekly school papers; they are read both by parents and children. As they prove their worth, they hope to gain wide circulation in the American zone.

Thus the education authorities, both German and American, feel that much progress has been made in 1947 and 1948. While this description has been devoted specifically to developments in Berlin, much activity has also been going on in Hessen, in Wurtemberg-Baden, in Bavaria and in Bremen. The cooperation of the British with the Berlin enterprise promises well for the future. All such ventures not only help to break down particularism among the German states but give the participants actual practice in democratic cooperative processes.

⁴The shut-down of power for presses may have influenced the newspapers; the consultant has had no recent word.

A Living Experiment in Democracy

David Platt and Aaron Lipton

AFTER teaching several classes in second term American history for more than half a semester in what may be considered a conventional manner, that is, using a developmental recitation approach, we felt impelled to attempt a fresh technique that, we hoped, would breathe new life into what had become a stereotyped routine. In spite of the fact that Stuyvesant High School admits only a selected student body, it was quite evident that the majority of the boys were motivated chiefly by a desire to do well on the New York Regents' Board examination, given at the end of the term.

The realization of this situation brought home to us the shortcomings of our teaching in terms of carrying out the accepted objectives of the social studies. Accordingly, we decided to conduct an experiment in democratic living in teaching the unit on "Achieving Greater Democracy in the United States." This problem lent itself readily to the educational techniques we had in mind. By the new approach we hoped to advance as many as possible of the following objectives:

AN UNDERSTANDING OF

1. The interrelationship of political, economic, and social democracy.
2. The need for an enlightened electorate.
3. The need for education as a means of attaining fuller democracy.
4. The fact that criticism of undemocratic practices and institutions in America is not subversive or disloyal.
5. The role of the citizen in the framework of our whole society.
6. The need for action as a means of attaining fuller democracy.
7. The historical development of our democratic institutions and practices.

THE SKILL, OR ABILITY TO

1. Define the problem.
2. Collect and interpret information.

The authors of this description of a classroom experiment in the study of American democracy are Mr. David Platt, teacher of social studies at Stuyvesant High School, New York City, who was the mentor for the co-author, Mr. Aaron Lipton, who at the time was a student teacher assigned to the social studies department by New York University.

3. Reach tentative decisions based on sound inferences.
4. Act in accordance with the decision reached.
5. Express social data in oral and written form.
6. Understand social studies reading.
7. Use an encyclopedia.
8. Do committee work.
9. Take part in a discussion.
10. Use library facilities.
11. Locate references on a topic.
12. Read graphs and maps.
13. Prepare a good report.
14. Make a written report.
15. Make an oral report.

ATTITUDES, OR THE DEVELOPMENT OF

1. An interest in people as individuals deserving of respect.
2. A recognition of the achievements in democracy through democratic practices and institutions in improving the welfare of the people.
3. A recognition of the abuses and undemocratic practices of our institutions, laws, and mores.
4. A willingness to place the public interest above vested interests.
5. A willingness to advocate the improvement of democracy even at the expense of a small selfish group.
6. A willingness to work in groups and subordinate individualism to cooperation.

THE EXPERIMENT

WE BROACHED our plan first to Dr. William S. Roeder, acting chairman of the social studies department while the regular chairman, Dr. Samuel Steinberg, was on leave, and he readily gave his approval. In addition, the members of the library staff promised us their whole-hearted cooperation. Thus fortified, we were ready to proceed.

"Our next few lessons," we explained to the students, "deal with the general topic of 'Improving Democracy in the United States.' We should like to employ a method different from any used thus far this term in obtaining information concerning this problem. Instead of having the entire class work on a sub-topic at any one time, our group will be divided into three main committees and each student will be able to choose the group with which he desires to work. Two chairmen of each committee and a sub-chairman for each sub-topic will be elected by the members of the different groups. You will receive an outline and bibliography covering the entire topic before you start so that you may

obtain a clearer picture of the general problem.

"If we decide to follow this method, the next three periods will be spent doing research on our chosen topic; one period in the library and two periods in our classroom. The best report on each topic (out of four classes) will be stenciled and mimeographed, and the entire booklet will be distributed to everyone for reading and study. Three periods will then be set aside for the purpose of discussing the significance to us of the problems presented in our reports.

"We think that this method will prove to be more interesting and worthwhile than the old method. How many of you would like to try it?"

One hundred and twenty out of one hundred and thirty-eight students voted to try the experiment.

The following day, topical outlines and bibliographical suggestions, prepared with the cooperation of the library staff, were distributed. The outline follows. Each numbered item represents a topic assigned to a student for research.

POLITICAL DEMOCRACY

A. Civil Liberties

1. Limits on right of suffrage
2. Limits on freedom of thought
3. Threats to safety and security of the person
4. What should be done to improve the situation in these areas?

B. Political Parties

1. How do machine politics affect democracy?
2. Third parties (historical background and current data)
3. How can Congress be made more efficient and responsible?
4. To what extent have the major parties worked in behalf of the ordinary American since World War I?

C. Pressure Groups

1. How do lobbies function?
2. Whom do they represent?
3. Problems presented by lobbies to a democracy
4. How can they be regulated?

D. The Press

1. Who owns our press?
2. Do we have a free and responsible press?
3. How can our press be made more free and responsible?

E. Civil Service

1. Why is civil service necessary in a democracy?
2. Civil service (historical background since 1885)
3. How can our civil service system be improved?

ECONOMIC DEMOCRACY

A. Standard of Living

1. What is our real standard of living?
2. What keeps our standard of living lower than it should be?
3. How can we improve our standard of living?

B. Monopoly and Democracy

1. Effects of monopoly on democracy
2. What should be done to curb monopolies?

C. Full Employment

1. What is full employment?
2. Why don't we have continuous full employment?
3. What has been done towards achieving full employment?
4. What remains to be done?

SOCIAL DEMOCRACY

A. Education

1. The importance of education in democracy
2. Handicaps to education for all
3. What should be done to bring about a genuinely democratic educational system?

B. Housing

1. Importance of good housing in a democracy
2. The housing situation today
3. Obstacles which hinder adequate housing
4. How can adequate housing be achieved?

C. Public Health

1. The public health situation today
2. Obstacles which hinder better health
3. Measures to improve the health of the people

WITH the outlines in their hands, the students were then able to choose their committees within the limits imposed by the number of reports required for each group. The committee thus formed held organizational meetings in different parts of the room, during which the two general chairmen and the sub-chairmen were chosen by the students, who also selected their own topics.

The exigencies of the physical situation required that part of the research be carried on in the classroom and part in the school library. The reference materials needed—books, magazines, pamphlets, clipping files—for both classroom and library use were made ready the previous afternoon. Under the direction of an instructor in the library and another in the classroom, the committee chairmen took charge of the research procedure, helping members to select the appropriate reading materials and to employ the necessary techniques in research. The students were encouraged to work out their own interpretations of their references and to make use of their home and library sources. The reports were written up on the following weekend, and on Monday were handed to the chairmen for selection and correction.

For the first time since the research work had begun, the classes assembled as units. The students then decided that the reports would be studied over the Christmas recess, after which each committee would be assigned a day during which its chairmen would lead a discussion.

Volunteers were called on to stencil the individual reports selected for inclusion in the booklet. The following day—a day before the Christ-

mas recess—a group of boys assisted Mr. Lipton in mimeographing and assembling the completed booklets which were mailed to the students' home addresses. On the same day, during the history period, it was suggested that the students collect newspaper and magazine clippings and create original pictorial representations—charts, diagrams, cartoons, and drawings—based on the information they had obtained.

On the first day after the recess the boys were asked to prepare answers to the following questions: (1) How does the project method compare, in your opinion, with the previous methods used throughout the term? (2) What constructive criticisms and helpful suggestions can you make on the way we carried out our project? (3) What action, as individuals or as a class, do you think we should take to make our country more democratic in practice?

To the first question most of the boys answered that they found the research method much more stimulating and worthwhile. Here are some typical comments: "Doing this type of research work makes the individual assume responsibility which he otherwise would not accept." "The method just used is probably the only mature method of procedure and learning that I have seen in high schools in recent years." "The ordinary method gives a colorless, dry account which gives to the pupils the facts of an incident without any of the sidelights, or the blood and guts. The new method allows the student to do his own research work and to make his own conclusions." The majority of the students felt the same way, although there were a few, of course, who suggested that we throw the idea out immediately and go back "to the good old way."

The clippings and drawings were collected and turned over to a group of boys under the direction of Mr. Lipton for selection for a bulletin board display, which proved to be very colorful, informative, and a cynosure of interest.

Under the leadership of the student chairman, each committee conducted a stimulating discussion of the relevancy and significance of the information contained in its reports. The class discussed as much of each phase of the work as time permitted, and the students felt that on the whole they had benefited from the project. They suggested the following improvements: (1) More time for discussion; (2) more student participation in the discussion; (3) more extensive research; (4) more historical background material should be covered in the report; (5) to save time, the discussion should be led by the instructor;

and (6) the report should be shorter (the full report was 35 pages in length).

As a result of the work done, the students became aware of certain features of democracy and of some of the weaknesses in the practice of democracy in our country. With this in mind, a program of action was developed to improve our system and our way of life. Among the suggestions proposed by the students were the following: (1) Make an adequate education available to all. (2) Take individual action against discrimination. (3) Participate in civic matters. (4) Abolish intolerance in our own social circles. (5) Sign petitions against undemocratic practices. (6) Write letters to Congressmen protesting, recommending, or commanding action that has or has not been taken. (7) Conduct wide classroom discussions of problems to enlighten students. (8) Join organizations actively promoting democratic practices and institutions. (9) Practice democracy in and out of class. (10) Apply group pressure to supplant individual action. These suggested activities provide a program for student participation in democracy.

EVALUATION

EVALUATION is a necessary part of such a project. However the students must understand that the evaluation procedure is for the guidance of the teacher and not to threaten pupils with failure or poor grades. Only in a situation that is free and flexible will students voice their real opinions and thus provide valid evidence concerning them.

Evaluation should be a continuous process. For instance, we can determine the extent to which students' attitudes toward the problems of democracy have changed as a result of their activities by testing them at the beginning and the end of the project. In measuring skills the instructor should evaluate the development of the contributions of as many students as possible by keeping a participation record. Examinations measuring skills will be found in Forest Edwin Long and Helen Halter, *Social Studies Skills* (New York: Inor Publishing Company, 1942). For measuring growth of understanding, there are a number of carefully formulated essay-type examinations and objective tests. It should be kept in mind that the evaluation process is built around the objectives of the unit, is concerned with both the status and growth of the student, is a continuous program through all phases of the unit, uses many sources in securing data, and represents a co-operative pupil-teacher experience.

Television in the Social Studies

William G. Tyrrell

WHEN the social history of the present decade is written at some future time, the author will inevitably note 1948 as the year in which great progress was made in television. It was in that year that the number of television stations increased to 65, telecasting their programs to 900,000 television sets observed by approximately 4,500,000 televiewers. But the social historian must record more than the numerical expansion of a new industry: he must, in addition, try to evaluate the influences of the new method of communicating information and furnishing entertainment. Whether these influences are judged to be beneficial or otherwise is largely up to the teachers of today.

Teachers of certain school systems have, for several years, experimented with television as an instructional aid. As the facilities in this medium increase, other teachers may very well begin to consider carefully the possibilities afforded by television for improving teaching. Social studies teachers, in particular, should want to know about television's advantages.

THE chief advantage of television is the addition of a visual image to radio broadcasting—the equivalent of adding another dimension. The viewer sees and hears at the same time. Instead of obtaining a verbal description of the action or merely the sound of the action as on radio, the viewer becomes an actual witness of the scene. Television may be considered as combining the advantages of the sound motion picture and radio; it has the full, life-like appearance of the former and the on-the-spot coverage of the

What part will television play in the future? It is much too early to try to answer this question. But it is not too early, as the author warns us, for social studies teachers to become concerned about the kind of educational programs presented by the television stations.

Mr. Tyrrell needs no introduction to the readers of *Social Education*. An instructor in Columbia College, Columbia University, and supervisor of instructional aids, a number of his contributions have appeared in this journal.

latter. The alert teacher who has used these two devices will look forward to employing this new one, although aware that shortcomings are present, just as they are for other traditional aids.

There are, moreover, temporarily technical limitations on using television in the classroom. Sets with large size screens for televiewing by large audiences are still in a price range prohibitive to most schools. There is, however, nothing to prevent small groups from observing programs, especially during out-of-school hours. Another significant restriction on the use of television, at present, is that telecasting is limited to an area within a fixed radius from the point of origin. Until the time when additional networks of coaxial cables and relay systems are constructed, reception is confined to large urban areas.

Television does not mean the end of the teacher. It does not mean that teaching will consist of the presentation of a subject by an outstanding authority to a large number of students. It does not eliminate the individual classroom teacher any more than does the motion picture or radio. Like them, it can add to the effectiveness of teaching by presenting a more vivid and fully-rounded impression. Television is a useful supplement to teaching when it provides a window revealing the living world.

TO DATE, television has been particularly successful in the coverage of important events as they occur. Although sports events have been most frequently exploited, programs of news events which would be valuable in social studies classes are almost limitless. Television's largest audience was for programs of definite interest to these classes—the national presidential nominating conventions last summer. Although treated more as a colossal show than as a function of democratic government, the presentation did give an intimate view of part of our political system in operation. By combining interviews with the routine business procedures, these programs expanded the general knowledge of the nominating convention beyond the textbook accounts, newsreel views, or newspaper headlines. Similarly, the television camera has attended meetings of Congress and of Congressional committees.

Local government is another subject suitable for television presentation. A program of distinct value to any civics course would be one similar to "Know Your City" (KDYL—Salt Lake City). This series has presented a first-hand view of city government by interviews, discussions, and demonstrations of municipal services. Somewhat the same is the program drawing on notable officials of Washington for a weekly presentation of "Capitol Citizen" (WNBW—Washington).

EDUCATIONAL programs, also successful, have been the forums, debates, or discussions of topics of contemporary interest. The famous "America's Town Meeting" (WJZ-TV—New York City) has been televised in recent months, making it a more vivid and impressive program than when broadcast on the radio. "The Court of Current Issues" (WABD—New York City), a weekly hour-long discussion of problems of the day, presents a question that is tried before a judge and jury by supporters and opponents of the subject in a highly realistic manner. Other programs of this type featured on different stations are: "Jury of Public Opinion" (WRGB—Schenectady, New York), "Richmond Round Table" (WTVR—Richmond, Va.), and "University of Pennsylvania Forum" (WCAU-TV—Philadelphia, Pa.). In "The Story of the Week" (WNBT—New York City) a political analyst interviews outstanding personalities in the recent news. Teachers who have observed such programs have undoubtedly been impressed by the potency of their stimulation to student interest. The visual pattern, with the use of charts, maps, and other teaching aids, enhances the liveliness of the program and expands the learning process.

At the present time, a large part of the daily television programs consists of sound films. It is expected that films, especially prepared for telecasting, will continue to make up an important portion of the programs just as transcribed shows and recordings are essential to radio broadcasts. To provide variety in these programs, stations have resorted to non-fiction films; with encouragement from teachers, films of definite educational value could be presented. School systems in the future will be able to show one film to a number of schools and classes at one time.

THE travelogue, in spite of the stereotypes, does have the advantage of presenting a picture of various areas for geography classes. Short films on historical subjects should not be overlooked either. One television program utiliz-

ing films extensively and worthy of duplication for economics classes is "Wisconsin at Work" (WTMJ—Milwaukee), a program in motion pictures of industries of the state. The Philadelphia Chamber of Commerce has sponsored a program akin to this, "See How They Work" (WFIL-TV), for industrial activities of the nation through the use of sound films and interviews. The time is coming, however, when local television stations and even networks will present telecasts from industrial and business concerns to inform the public about the operation and organization of these economic activities. Not only would programs such as this be valuable for economics classes, but they would also be in keeping with a confirmed interest in public relations. Televised views from within such renowned museums as the Metropolitan Museum of Art and the Philadelphia Museum of Art have presented, from the source, cultural materials for the social studies.

TELEVISION, however, in spite of its progress and well-meaning concern for public service programs, has not begun to utilize, or even to realize, the educational potentialities of the medium. Like those businesses that it closely resembles—radio and motion pictures—television's chief interest apparently is for entertainment. It also pursues the attitude that this is "what the public wants" and that anything "controversial" must be avoided. A considerable part of the daily telecasts consists of sporting events—from the highly popular world series to the grunt and groan artists of the local wrestling ring; motion pictures—many of which are of an ancient vintage or are inane dramatizations, and frequently are both; and vaudeville shows. So far, fortunately, television has not matched radio with its stress on "soap operas."

It is conceivable that the social historian of the future may point to discussions and conferences held to decide on proposals for eliminating from television the undesirable influences on the country's youth. Just as the periodic meetings held to improve the radio and motion picture industries have been failures, so may they be ineffectual for television. But they need not be if teachers act now. Teachers interested in investigating the educational values of television will conclude that its values are many. By giving their support to increasing the programs of civic and community affairs, non-fictional films, and other educational productions, they will have another worthwhile instructional aid at their disposal.

Education and Government: A Michigan Experience

James W. Miller

THE teaching of the principles and practices of American Government has come in for much serious thought in recent years. We are all aware that persons ignorant of the operations of our democratic institutions cannot long enjoy or sustain democracy. For this reason the writer believes that an account and appraisal of a Workshop in Government developed at Michigan State College may aid others in the search for more effective means to assist in the task of providing our respective communities with a well-informed electorate.

Early in 1946 the Institute of Local Government in Michigan set up a small study group to devise ways and means to help school teachers to secure a better understanding of state and local government in Michigan. One of the ideas that seemed especially worthy was the proposal to organize a workshop in which the practitioners of government would work with academic personnel in an effort to make our school teachers familiar with both the operation and theory of government. State Treasurer, D. Hale Brake, Chairman of the Institute of Local Government, approached Michigan State College with the idea. Almost immediately plans were devised for the 1946 Workshop in State and Local Government. In order to make the Workshop a genuinely cooperative affair, representatives of other Michigan colleges, governmental agencies, and civic organizations were invited to serve on the program committee.

The first Workshop was designed for teachers of civic and social studies in the elementary and secondary schools of Michigan. The course was intended to acquaint the student with a broad view of the structure and operations of the various state, county, township, city, and village

From an assistant professor of history and political science at Michigan State College (East Lansing) comes this interesting description of a workshop in government.

governments. A variety of subjects was covered by the lecture method in the morning, with visits to local and state offices in the afternoon.

The instructional staff was chosen from among state, county, and city officials, teachers of government in Michigan colleges and universities, secondary school teachers, and lay persons with a special interest in education and government. In this way the students were afforded an opportunity to learn first-hand from the practitioners in government. Moreover, students had the advantage of hearing from academic persons and laymen with a wide variety of special fields of interest.

Enrollment at the first Workshop was disappointingly small. The worthwhileness of the program, however, was generally recognized by both public officials and academicians. Armed with constructive criticisms concerning the mechanics and subject matter of the program, the Workshop was reorganized in 1947. The chief changes were the substitution of the panel method of teaching for the traditional lecture method, and the posing of subject matter in the form of provocative questions rather than as brief formal titles. The success of the 1947 Workshop in terms of enrollment, publicity, and general interest was very encouraging to the sponsors of the program.

THE most recent and most successful of Michigan State College's Summer Workshops in State and Local Government was patterned after the 1947 program with a few changes in subject matter. Among the topics chosen for discussion were:

Formal Party Organization: What opportunities does the party system offer the electorate for participation in popular government?

The Formation of Public Opinion: How well are the forces that mold public opinion educating the electorate?

Forms of Local Government: Does the form of government materially affect the degree of efficiency with which local units of government perform services for the community?

Planning in Local Government: Can local planning

agencies assist materially in bringing about more efficient government?

The cumulative effect of the labors of the several sponsors and organizers of the Workshop showed up in 1948 with the daily attendance averaging close to one hundred students and interested visitors, and with newspaper reports reaching a far greater number through dailies and weeklies throughout the state.

OPERATION OF THE WORKSHOP

THE general pattern followed was to have the chairman of each panel send a list of supplementary questions to his panel colleagues. These questions were mimeographed and placed in the students' hands, thus enabling them to be better prepared to follow panel discussions. During the first hour the chairman directed the specially prepared questions at his colleagues. Following a brief recess the discussion was thrown open to the students, who then directed the discussion into channels which seemed of most significance to them. At the conclusion of each session the chairman summarized the main points of agreement and disagreement. Special sessions were set aside for student forums and reviews, with the director of the program in charge.

Visits to local and state offices were extremely helpful. It is, however, the writer's observation that wherever possible visits should be so arranged as to follow the oral discussion of the particular government institution under consideration. For example, a visit to the party headquarters of all political parties is far more profitable after, rather than before, a discussion of political party organization.

Student reaction to the program has been very gratifying. Criticism has been directed largely to matters of mechanics, which the organizers of the program are now in process of considering. Students have been enthusiastic in the question periods. One possible explanation of this is that a special reading library with selected reading assignments was set up so as to give the student a general knowledge of the subject to be discussed. A feature of the 1948 workshop was a table, with a receptionist in charge, on which was displayed literature on current state and local problems, such as copies of Michigan's recently enacted Charter Township Act, up-to-date state financial reports, charts of Michigan

party organization, and a multitude of state and local government documents.

Among the more encouraging products of the workshop program have been the numerous small one- and two-day workshops that high school teachers have set up in their respective communities. One of the most successful of these, organized by a former student in Michigan State College's Workshop, drew a total of 400 persons from a community with a total population of 2,000. The organizer, a high school teacher, drawing her inspiration from the College's Workshop, arranged panels including state officials, local officials, and academicians she had met in the parent movement.

Undoubtedly some will wonder if it is possible in the discussion of current governmental problems to avoid discussion of personalities. This problem was recognized at Michigan State College at the outset, and special emphasis was placed upon the fact that an academic institution must of necessity avoid discussion of personalities if it is to maintain its position as an educational institution. Public officials have been unusually cooperative in this respect, and while an occasional outburst has occurred, chairmen have been coached to remind panel members that they are engaging in an educational program, and that while discussion of personalities may be interesting to some it is not conducive to much learning.

For any who may contemplate a similar activity, the writer would recommend that an absolute prerequisite to success is the support of at least one or two able public officials. In the face of the unfortunate misconception that exists concerning the interest of public officials in educational activities, it has been gratifying to find that in Michigan there are many such persons. We are of the belief that they can be found in all states. State Treasurer D. Hale Brake has for the past three years given unstintingly of his time and energies to provide the program with outstanding members of the state legislative, judicial, and executive branches of government, as well as able county officials. The Michigan Municipal League under John Huss has similarly obliged with city officials. The League of Women Voters and other civic institutions, as well as our colleges and universities, have cooperated 100 percent. The field is large, the possibilities are infinite, and the need is urgent. As a technique for effective teaching, the workshop program has much to offer.

Supplementary Reading for Elementary Social Studies

Mary C. Wilson

THE study of social problems begins in the primary grades. No textbook is found in grade one for the group consideration of home, farm, school, or community life. For reading materials, there are bulletin boards, picture books, teacher-made pamphlets, assorted primers, and pupil-dictated, teacher-made charts of experiences.

As pupils progress to the upper-elementary grades, a formal textbook is usually imposed upon them. Although abundant research has pointed out the difficulties inherent in textbooks, many teachers still cling to the exclusive and rigid page-by-page use of the adopted textbook, a procedure that all too frequently results in memoriter learning for a majority of the pupils. For the pupils in the upper quartile of the class, the adopted textbook may be too easy; for the pupils in the lowest quartile of the class, it will certainly prove to be too difficult. For the great number of average pupils, the textbook—however excellent and however appropriate—will treat of a great many different and difficult concepts and will present a large number of strange and technical words. No one textbook can develop adequately all aspects of the various concepts it introduces.

SUPPLEMENTARY READING

SUPPLEMENTARY reading will help to compensate for the inevitable shortcomings of textbooks. Most teachers provide for a social studies unit or core subject to be studied by the entire class. The work frequently begins with an introductory period in which both teachers and pupils formulate pertinent and challenging questions. This exploratory discussion is then followed by a period of study that may last for several days.

The study period lends itself admirably to differentiated and critical reading. Pupils may be

grouped according to reading abilities and each group provided with materials of appropriate conceptual and structural difficulty. In pursuing supplementary reading it is not necessary for the pupils to work in groups; individuals may select some aspect of the class problem that challenges them, and for which suitable reading material may be found. Special interest groups may also be formed, for there are in each class several pupils who, despite a wide range of reading abilities, have a common interest in some aspect of the broad problem. For such pupils a satisfactory program of supplementary reading is imperative. Unfortunately, although they are aware of this need, many teachers practice the whole-group policy of studying a single textbook because they are handicapped by a dearth of supplementary reading materials and lack knowledge of where and how to obtain desirable references.

CRITERIA FOR READING MATERIALS

READING materials that are to be used in the social studies class should meet certain criteria. *First*, these materials must be authentic. There is no objection to pupils reading fiction that relates to the core subject. This broad reading of a fanciful nature must not, however, be confused with the study of authentic material which presents truth in an objective manner. *Second*, the material should be rich in detail. It is unfortunate that much of the material now being used for supplementary reading actually consists of other textbooks that continue to treat many difficult concepts in a generalized manner. *Third*, the supplementary reading materials should present a wide range of difficulties. For any one of the upper-elementary grades, reading materials are needed which provide for an approximate range in difficulty from second- to twelfth-grade level. Middle-grade pupils who are deficient in reading ability require primary reading materials that are adapted to more mature interests. On the other hand, middle-grade pupils with advanced reading ability require references

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replete with details. Such details bring vivid understanding to the proficient readers who lack the maturity of living experience. *Fourth*, insofar as possible, supplementary reading materials should be presented in many different forms. Far too few organized clipping files,¹ state conservation bulletins, authentic pamphlets from commercial companies, and current magazines are available for use in the elementary school. Each year a teacher can find limited time to rewrite a few difficult selections for the use of elementary pupils, and these teacher-prepared articles can be filed for future reference. Before worn and mutilated textbooks are discarded, all valuable articles and stories should be salvaged and bound in attractive folders for future use. Teachers in schools with ample budgets will find it expedient to purchase commercial pictures² that carry narrative explanations.

SOURCES OF READING MATERIALS

ARTICLES on various subjects can be found in many of the available elementary textbooks. From Eloise Rue's³ various subject indexes the teacher can locate additional reading materials. Pupils may also be referred to standard reference books, *Compton's Pictured Encyclopedia*, *The World Book*, the *Pageant of America*, *The World Almanac*, an atlas, and various dictionaries should be available. There are also a

¹ Clipping files should include pictures, articles from magazines, pamphlets, free materials of educational value, etc. Such files may be assembled in a central office or they may be kept in the classroom for the teacher who uses them constantly.

² *Encyclopedia Britannica Picture Stories*, *Encyclopedia Britannica Press*, Chicago. (*True Nature Series* and *World's Children Series*. Large picture booklets with brief narrative comments. Each book 50 cents.)

Informative Classroom Picture Publishers, 1209 Kalamazoo Avenue, Grand Rapids, Mich. (Individual units of teaching pictures on 18 basic topics. Prices range from \$1.00 to \$3.00. Complete picture reference library, \$40.)

Visualized Curriculum Series, Creative Education Society, Mankato, Minn., or Grolier Society, 2 West 45th Street, New York. (Prepared for grades one through eight. Pictures with narratives on back on topics pertaining to life in the modern world. Teachers' guides accompany pictures. Filing case supplied for set. Seven problems. Separate problems, \$12.50 each. Entire set, approximately \$70.)

³ Eloise Rue. *Subject Index to Readers*, American Library Association, Chicago, 1948; *Subject Index to Books for Intermediate Grades* (and supplement), American Library Association, Chicago, 1940; *Subject Index to Books for Primary Grades* (and supplement), American Library Association, Chicago, 1943; and *America Past and Present*, The H. W. Wilson Co., New York, 1948.

number of inexpensive unit-booklets,⁴ many of which are written with controlled vocabularies for pupils in the primary grades. These booklets have proved particularly valuable for middle-grade and upper-grade pupils of limited reading ability. Unit-booklets are inexpensive and can therefore be purchased in sufficient quantities to supply entire classrooms. Because they have the advantage of covering a wide variety of topics and because they are available on several levels of reading difficulty, they are valuable.

Other series of booklets with which elementary teachers should be familiar have been prepared in connection with the Sloan Foundation Experiments centering in the Universities of Vermont, Kentucky, and Florida.⁵ These booklets, written

⁴ *Follett Pictures Stories*, Follett Publishing Co., Chicago. (Booklets for grades one through six. Topics on food, clothing, nature, fine arts, and stories of other lands. Limited number of topics now available. 35 cents per copy.)

Unit Readers, The Macmillan Co., New York. (Arthur I. Gates and others, booklets from primer through grade three. Largely narratives for pleasure reading. A few on such topics as coast guard, a boat trip, and animals pertaining to social studies. 28 cents per copy.)

Guidance in Reading Program, Supplementary Books, Lyons and Carnahan, Chicago. (32 booklets for grades one through three on such topics as farm and city life, clothes, other lands, famous men, fanciful stories. 32 to 68 cents per copy.)

Modern Wonder Books, Charles E. Merrill Co., Inc., Columbus, Ohio. (90 booklets for grades one through six. Topics in science, geography, transportation, and history. obtainable as separate booklets, as set for each grade, or entire set in tin filing box. 15 cents per copy. Entire set, approximately \$16.)

Supplementary Reading Series, Silver Burdett Co., Chicago. (40 pamphlets by Nila B. Smith and others for primary to third-grade level. Topics cover community life, animals, natural life, farm life, foods, clothing, and the work of children. 12 to 15 cents per copy.)

Unitext Materials, Row Peterson Co., Evanston, Illinois. (*Basic Social Education Series*, for grades three through twelve, with such topics as bread, fire fighters, aviation, movements in early United States history, barter, trade. 30 to 40 cents per copy. *The Way of Life Series*, for intermediate and upper-grade levels, on topics pertaining to occupations, professions, and industry. About 35 cents per copy.)

⁵ Sloan Foundation Experiment, University of Kentucky, Lexington, Kentucky. (*Instructional Pamphlets on Foods*, attractive primer-typed pamphlets about farms, gardens, fish ponds, fruits, nuts, berries, sorghum, etc. Primary and upper-elementary reading levels. 25 to 35 cents per copy.)

Sloan Foundation Experiment, University of Florida, Gainesville, Florida. (*Instructional Pamphlets on Housing*, printed pamphlets for primary and upper-elementary reading levels. 25 to 35 cents per copy.)

Sloan Foundation Experiment, University of Vermont, Burlington, Vermont. (*Instructional Pamphlets on Clothing*, attractive paper-covered pamphlets. Primary and upper-elementary reading levels. 25 to 35 cents per copy.)

for children, deal with social problems of concern to everybody—problems of food, clothing, and housing. A teacher would do well to investigate the booklets before making quantity purchases, for they may not meet the needs of the pupils in his particular locality.

These suggestions for supplementary reading would be incomplete without a reminder of the beautifully manufactured juvenile books now appearing in abundant numbers. Biographies, books of travel, stories about children in other lands, history books, geography books, and books of discoveries and inventors are now available.

TIME FOR SUPPLEMENTARY READING

TEACHERS frequently complain that even with adequate materials there is no time in the crowded schedule for supplementary reading. In this connection, two suggestions are worth consideration.

First, a re-examination of the daily schedule may reveal the fact that too much time is devoted to a type of drill that could be carried on equally well or better in a shorter daily period or in relation to a core subject. A present-day trend in scheduling is to increase the allotments of time for the content studies that deal with social and scientific problems and to practice many of the

essential skills in reading and writing as pupils pursue the study of a broad problem.

Second, pupils of the middle- and upper-grade levels may be encouraged to do some reading in out-of-school hours. For the most part, these pupils have acquired independent reading habits and enjoy reading. Those in the middle grades are not required to retire so early. They have long winter evenings that they should learn to fill in a constructive and satisfying manner. What better opportunity could be found for guidance in the use of leisure time than to send pupils from their classrooms with specific and vital questions, together with books of appropriate difficulty containing information that will help the children to answer those questions.

As teachers inform themselves of the valuable materials available for supplementary reading in social studies, they will require and demand these materials for their pupils. Teachers and pupils who possess varied and accurate reading materials will learn to consult them when perplexing problems arise. When suitable reading materials are available for *all* pupils in every classroom, children will not misspend their time in verbalized exercises from a single textbook, but will be inspired to "read to learn" as they "learn to read."

FULL CIRCLE¹

The improvements which have lately been made in the system of education in Germany have not passed unnoticed by the vigilance of the Americans; and a society is already formed at Albany, in the state of New York, charging itself with the translation of the Prussian schoolbooks. The object of the society is to improve the system of instruction in the state of New York, and to adopt, instead of the disconnected treatises now in use in the different schools, the uniform system of the Prussian textbooks. This liberality of the Americans, with regard to the system of education in general, must, ere long, extend itself also to the instructors. It will raise the standard of their profession, and remunerate their services in a manner which shall induce them to follow their task from choice and not from necessity. The high respect which is paid to all persons engaged in the business of instruction in Germany is, perhaps, the principal reason why it is so cheerfully embraced by gentlemen of literature and science, and has done more for the improvement of common schools, than all the laws enacted for that purpose (Francis J. Grund, *The Americans in Their Moral, Social and Political Relations*. London: Longman, Rees, Orme, Brown, Green, and Longman, 1837, I, 219-20).

¹ We are indebted to Robert E. Keohane of the University of Chicago for this interesting quotation. It should be read in connection with Mary G. Kelty's comments on present-day German education which appear in this issue of *Social Education*.—EDITOR

Notes and News

NCSS Annual Business Meeting

President Stanley E. Dimond presided at the business meeting on November 26 at the Twenty-eighth Annual Meeting of the National Council for the Social Studies in Chicago. Items on the agenda included reports of the President and the Executive Secretary; the election of officers for 1948; and the adoption of resolutions, which are printed in full on the editorial page.

PRESIDENT'S REPORT

The National Council for the Social Studies is a large and important educational organization. We have nearly five thousand members. We occupy a strategic position in these uncertain times. As president, in this annual report, I would like to stress four matters of strength in our organization.

First, The National Council is successful because of the increasing participation of members. Under the leadership of the committee chairmen, the activities of the Council are carried forward. These committees have tried to be sensitive to the wishes of members. Increasingly, committees are going directly to members to ascertain their wishes on Council activities.

Second, The National Council is fortunate in the caliber of its two chief officers: Merrill F. Hartshorn and Lewis Paul Todd. Perhaps only a president can appreciate fully that these two men provide the continuity of policy and the attention to detail which make the Council so effective. They have provided educational leadership of the highest type. I am sure that I speak for all the membership in giving this expression of appreciation to them.

Third, The National Council cooperates with many other organizations. Until my duties as an officer, I did not fully realize the extent of this cooperation. This year our joint meeting with the geography teachers is noteworthy. We have, on other occasions during the years, met with the American Historical Association, The American Political Science Association, The National Education Association, The American Economics Association, and the American Association of School Administrators.

We are a member of the National Commission on Unesco. We have cooperated actively during the past year with the World Order of the Teaching Profession, the NEA Citizenship Committee,

the United States Office of Education, the American Heritage Foundation, the Secondary School Principals Association, the National Conference of Christians and Jews, and the Anti-Defamation League.

Fourth, and of great importance, is the strength of local organizations of social studies teachers. As your president, I have spoken on the average of once a month before such organizations and I have had to decline more invitations than I could accept. I know other officers have spoken even more frequently. These opportunities have emphasized the great importance and strength to the National Council of the local organizations.

As I retire from the presidency I do so with only two real regrets—one, that we do not have more members and two, that we do not have more money. Our potentialities are limited today only by our financial condition. This condition can be improved by getting more members and perhaps by seeking support from foundations. I wish our future officers great success in these directions.

EXECUTIVE SECRETARY'S REPORT

We regret that space limitations compel us to hold the Executive Secretary's report for the February issue of the journal.—The Editor

ELECTION OF NCSS OFFICERS

From among a number of candidates proposed by the nominating committee, John H. Haefner, chairman, the following officers were elected for 1949:

President, W. Francis English, University of Missouri

First Vice-President, Erling M. Hunt, Teachers College, Columbia University

Second Vice-President, Myrtle Roberts, Woodrow Wilson High School, Dallas, Texas

Board of Directors, three-year term:

Mary G. Kelty, Past-President, NCSS, Washington, D.C.

Wallace W. Taylor, New York State College for Teachers, Albany, New York

Arch W. Troelstrup, Stephens College, Columbia, Missouri

OPEN LETTER TO OFFICERS AND MEMBERS OF STATE AND LOCAL COUNCILS

One of the major objectives of the National Council for the Social Studies during the coming

year is to promote closer working relationships between the National Council and its affiliated state and local councils. We are all convinced that more cooperative relationships will prove mutually beneficial. As an organization of classroom teachers, the National Council depends on members for support and participation. Members are the life blood of the organization. Each and every member has an important part to play in furthering the work and aims of the organization.

A growing membership makes it increasingly difficult for the National Council to maintain close working relationships with the individual members. Though the activities and work of the National Council have greatly expanded during the past five years, you still have only one full-time professional employee in the headquarters office. To be realistic, this means that your headquarters office must have your cooperation in whatever may be done to help integrate the work of state and local councils with the National Council. Your headquarters office stands ready to cooperate with you to the fullest possible extent.

In the list that follows we suggest contributions that you as officers and members of local and state councils can make to your national professional organization:

1. Through the work of your local and state councils, you can help the National Council develop closer contacts with individual members and increase membership participation.

2. You can help to discover new talent and professional leadership.

3. You can help by sending to the publications committee suggested topics which should be considered for future NCSS publication—yearbooks, bulletins, the how-to-do-it series, and the curriculum series. The publications committee will be meeting about the middle of February, and your suggestions are earnestly solicited. Please send as full a statement as possible covering the purposes and suggested content of any topic you may wish the publications committee to consider.

4. You can help by encouraging members to submit articles for consideration by the editor of *Social Education*.

5. You can help by letting the editor of *Social Education* know what it is you like or dislike about our magazine and by suggesting new ideas that you would like to see carried out in the journal.

6. You can help by sending in news items for inclusion in the "Notes and News" section of *Social Education*. Keep the National Council in-

formed about your activities and the election of officers.

7. You can help by sending in program suggestions for our Annual Meeting, including proposals for both topics and speakers.

8. You can help by submitting suggestions on any phase of National Council activities. Let your headquarters office know what it is you would like to see the National Council do, or what it is doing that you do not like.

9. You can help by suggesting ways in which cooperation between councils may be extended and our work better integrated.

10. You can help by suggesting activities for each of the National Council standing committees.

The National Council, in brief, solicits your cooperation, assistance, and advice. We cannot promise to carry out every suggestion received, but we do promise to give careful consideration to every proposal.

Your *immediate assistance* is requested for one project that the National Council would like to start at once. That is, the compilation of a directory of the officers and editors of every regional, state, and local council for the social studies. This directory will be mimeographed and sent to each local council. It should be helpful in establishing channels of communication. We cannot carry out this task without information from you. In addition to your officers, we should like to know the dues of your council, and what publications you issue.

This is only a partial list of ways in which you can work with and through your central office. You will undoubtedly think of other avenues of cooperation. Meanwhile, let us know what you think the National Council can do for you. We have helped you to obtain speakers in the past, and we will continue to do so. We have helped local councils that collect National Council membership dues by permitting them to keep twenty-five cents on each National Council membership fee collected. We have helped in organizing new councils and by supplying local councils with National Council membership lists. These are some of the things we have been doing. The channels of communication exist, and if all officers and members of local councils will send suggestions to the undersigned, they will be forwarded to the proper individual or committee.

We look forward to hearing from you, and to receiving your constructive suggestions.

Merrill F. Hartshorn
Executive Secretary

Pamphlets and Government Publications

Ralph Adams Brown

Two Valuable Publications

This department does not, as a rule, cover periodicals. In this instance, however, it seems desirable to indicate the nature and value, to our readers, of two magazines.

Many readers of *Social Education* have made important use of the two publications of Survey Associates: *Survey Graphic* and *Survey Mid-monthly*. Probably few of these people have known that the rising cost of printing and of other materials made it seem probable that these magazines would cease publication. Now comes the good news that the publishing venture will continue, even though the two former magazines will be dropped in favor of a new one.

The publishers announce that "The new *Survey* will bring out the zest of modern adventure in American life in projects to promote health and social security, education, recreation . . . achievements by cities, states, regions . . . gains through private initiative or social legislation . . . the bearing of scientific findings, the significance of experiments!

"And the cause and effect of wrongs and ills—whether next door or an ocean away—will be taken up in the context of the great trends that sweep this country and the world—social, economic, political. The skills and inventiveness brought to bear by modern social work will be reported in relation to attacks from other sources—the physical sciences, the arts, religion, civic movements.

"It's coverage will include the broad fields of human welfare; of social and economic advance; of health, education, and social work; community organization and regional planning; civil liberties and consumer needs; industrial, race and international relations . . . the whole span of dreams and good will, invention and achievement by people, for people!"

This new publication will appear in January. Teachers who wish to make sure that their library has a complete file of it, or who wish a personal subscription, should address Survey Associates, 112 East 19th Street, New York 3.

The *Bulletin of the Atomic Scientists* (1126 East 59th Street, Chicago 37; \$2.50 a year) is a

monthly publication of interest to every thinking American and of value to social studies teachers. The timeliness of the articles, as well as the wide range of the material covered in them, is indicated by the contents of the last four issues:

The August issue contained Henry L. Stimson, "The Atomic Bomb and Peace with Russia"; M. H. L. Pryce, "Atomic Power: What are the Prospects"; Shields Warrens, "The Medical Program of the Atomic Energy Commission"; William T. R. Fox, "'Middle Run' Planning: Atomic Energy and International Relations"; Quincy Wright, "On the Application of Intelligence to World Affairs"; an editorial on the clearance of Dr. Condon by the Atomic Energy Commission.

The September issue contained: Brien McMahon, "Our International Control Plan not Sufficiently Known to the World"; Herbert S. Marks, "The Atomic Energy Act: Public Administration Without Public Debate"; Walter DeCew, "New Legislation to Replace the McMahon Act"; Edward Levi, "Shall the Atomic Energy Act Be Revised?"; George C. Marshall, "Policy at the Crossroads"; and Peter Kihss, "United Nations Atomic Energy News."

In the October issue Albert Einstein addressed a "Message to the World Congress of Intellectuals"; Thomas E. Dewey discussed "The Challenge of the Atomic Age"; Brien McMahon commented on Governor Dewey's article; Cuthbert Daniel and Arthur M. Squires asserted that "Freedom Demands Responsibility"; and Tracy B. Augur set forth "The Dispersal of Cities—A Feasible Program."

Two significant articles in the November issue were: Philip M. Morse, "Freedom of Thought in Science," and Bart J. Bok, "Unesco and the Physical Sciences."

European Problems

The last two numbers in the *Headline Series* of the Foreign Policy Association (22 East 38th Street, New York 16; 35 cents each) deal with problems that deeply affect the progress of our democratic way of life.

Face to Face with Russia, the July-August issue, brings to the critical problem of our postwar relations with the Soviet Union some much

needed qualities: breadth of knowledge, depth of understanding, clarity of statement, and sober analysis. The author, one of our best informed students of modern Russia, is Philip E. Moseley of Columbia University's Russian Institute. He served the State Department during and after the war as an expert on Russian relations and attended several of the most important postwar conferences. At Potsdam, for example, he sat near Stalin and took notes on the Marshal's pithy comments to his translator. In this pamphlet he reveals that at one point Stalin said: "A freely elected government in any of these (eastern European) countries would be anti-Soviet, and that we cannot allow."

The author first traces in broad strokes the postwar change from friendship with Russia, based on faulty assumptions, to the present situation of rivalry in many parts of the world. He analyzes point by point the difficulties and how they have developed over the past three years. In his last section, Professor Moseley asks whether war is inevitable. His answer is a qualified "no." It would be a gross mistake to decide that because conflict and contention must be assumed in our dealings with the Soviet Union, all negotiations are fruitless. Negotiation from strength and clarity of purpose is useful. Negotiation for the sake of securing paper agreements is dangerous. An America strong in its economic and military power and clear in its purposes can negotiate on advantageous terms with the Soviet government. Strength, intelligently and calmly applied, can bring Moscow around to pursuing a policy of limited objectives. At present only the United States has that kind of strength."

The pamphlet includes pictographic illustrations, and a short supplementary article on "The Economics of Soviet Foreign Policy" by Professor Harry Schwartz of Cornell University.

In the October issue of the *Headline Series*, one of America's leading economic historians—Professor Herbert Heaton of the University of Minnesota, asserts that "Nationalization has proved to be no fairy wand or magic carpet for the postwar world." The title of the pamphlet is *Socialism in Western Europe*. In surveying this trend to the left in postwar Europe, Professor Heaton points out some of the difficulties encountered by public ownership programs in Britain, France, and other nations of the West. He adds that the "hard facts of international stress and strain" have linked the United States to these socialistic democracies. "Their strength is probably as necessary to us as ours is to them.

"Since they have committed themselves to certain economic experiments, it is common sense that we hope they will succeed—or hope that if they fail the transition to a more promising way of doing the job will not be too slow or painful. To criticize, lecture or scold them is not merely bad manners but worse international politics. Besides, their experiments may succeed. And finally, our own house is made of glass which history suggests is not unbreakable."

After tracing European trends toward public ownership in the decades before World War II, Professor Heaton states that the turmoil of the war contributed to the recent spread of nationalization. In central Europe, he adds, "The Germans plundered banks. Under such conditions restoration of the economy could not be left to private initiative or enterprise, if for no other reason than that there was no private capital available for the task."

Summarizing some of the difficulties encountered in nationalization, Professor Heaton says that socialist hopes for efficient, national enterprises giving consumers lower prices and wage-earners a better social and economic lot have met with many frustrations. Realization of these aims, he declares, depends on "adequacy of administrative machinery, the quality of its personnel, the relations between central and local management, the extent to which undue political pressures are evaded or resisted, the attitude of wage-earners, the availability of sufficient capital and the general trend of economic conditions."

The pamphlet also contains a short second article by Alvin Johnson, president emeritus of the New School for Social Research. Professor Johnson warns against undue American interference in the social plans of the Western democracies. He declares that "The British and French and Scandinavian nationalizers remain as individualistic and independent as ever they were. Indeed, they are more confident in their self-help programs than they were before."

World Health

The following materials on world health problems are arranged according to places where they may be obtained. They are of varying degrees of usefulness, especially below the college level. The brief annotations should enable a teacher at any given grade level to select the publications of use to him.

Available from the Office of the Superintendent of Documents, Government Printing Office,

Washington 25:

International Health Conference, New York, N.Y. June 19-July 22, 1946. Conference Series 91, Department of State Publication 2703. 1947. 145 pp. 35 cents. This report of the United States delegation includes the final act and several related documents.

Progress Toward a World Health Organization. Public Health Reports, vol. 62, no. 7. Feb. 14, 1947. 10 cents. This pamphlet contains the reports of the proceedings at the First and Second Sessions of the Interim Commission of the World Health Organization, including charts and related materials.

Available from the International Documents Service, Columbia University Press, 2960 Broadway, New York 27:

Bulletin of the World Health Organization. (Separate editions in English and French.) Quarterly. Single copies \$1.50; \$6.00 a year. This publication, which replaced the *Bulletin of the Health Organization of the League of Nations* and the *Bulletin of the Office International d'Hygiène Publique*, carries articles of a technical nature on subjects connected with public health, as well as the reports of the Technical Commission of the World Health Organization.

Digest of Health Legislation. (Separate editions in English and French.) Quarterly. Single copies \$1.25; \$5.00 per year. This contains reproductions of, or extracts from, national laws and regulations dealing with public health and related subjects.

Chronicle of the World Health Organization. Monthly. Single copies 20 cents; \$2.00 per year. Provides information dealing with the principal facts concerning the Organization, the trend of its work, the meetings of its expert committees, and summaries of its main technical publications.

Official Records of the World Health Organization. Five or six numbers a year. 25 cents a copy; special number relating to the World Health Organization, 50 cents. Contents: minutes of meetings, together with the reports and documents of its principal organs: the Interim Commission; the World Health Assembly; and the Executive Board.

Available from the Interim Commission, World Health Organization, 350 Fifth Avenue, New York:

WHO—What It Is—What It Does—How It Works. A small, 4-fold pamphlet. Free.

The World Health Organization: A Fact Book. Free.

Available from the American Association for the United Nations, 45 East 65th Street, New York 21:

World Health Organization—Progress and Plans. 15 cents. Prepared by H. Van Zile Hyde, M.D., Alternate U.S. Representative, Interim Commission. On April 7, 1948, the constitution of WHO entered into force. Dr. Hyde's article includes the work of the Interim Commission; its liaison with governmental and non-governmental organizations; the diversity of activities under its field service program; the constitution of the World Health Organization; and the arrangement concluded by the governments represented at the International Health Conference.

Uniting the Nations for Health. 25 cents. This study reviews the efforts at international cooperation by the Pan American Sanitary Bureau and the International Office of Public Health in Paris, and describes the pioneering work of the Health Organization of the League of Nations. It deals with the health division of UNRRA, the International Health Conference of the United Nations in New York in 1946 and the Constitution of the World Health Organization, with an evaluation of future possibilities of the Organization.

Help for the Teacher in the Lower Grades

Teachers from nursery school through sixth grade will find help in child understanding in two recently published Public Affairs Pamphlets (Public Affairs Committee, 22 E. 38th Street, New York 16; 20 cents, generous quantity discounts).

In *Enjoy Your Child, Ages 1, 2 and 3*, Dr. James L. Hymes, Jr., asserts that the foundations for good human relations are built in a child's early years when he first seeks feelings of success, achievement, and confidence. The author, who is Professor of Education at the State Teachers College in New Paltz, New York, advises parents that if they are sensitive to the young child's two major ambitions, for independence and for security, they will not have much difficulty in finding the right way to help him. Teachers in the first grades will recognize the wisdom of that admonition as it affects their own work.

"Knowing what to expect, but not expecting the impossible" is the best general guide for parents, Clara Lambert declares in the recently issued *Understand Your Child—Ages 6 to 12*.

Because the school years between nursery and adolescence seem to have been by-passed by investigators, Mrs. Lambert, who was for twelve years Director of Teacher Education at the Play Schools Association, calls them "the forgotten years of childhood." For dealing with children in this difficult phase of growth—when they seem to be "not so lovable as they were at three, nor so exciting as they are in adolescence"—the pamphlet offers the following suggestions to be used, not as an infallible guide for on-the-spot emergencies, but for long-term guidance in helping children to a full development: (1) know what to expect beforehand, (2) keep talking things over, (3) encourage dramatic play, (4) share experiences with your child, (5) don't make too many rules and regulations.

Other titles in what the publishers call their "family life" series are: *Keeping Up With Teenagers; Building Your Marriage; When You Grow Older; Broken Homes; Planning Your Family; and Live Long and Like It.*

Sight and Sound in the Social Studies

William H. Hartley

Film of the Month

Nomads of the Jungle (Malaya), 22 minutes, black and white, \$100. United World Films, Inc., 445 Park Avenue, New York 22.

This film shows how jungle nomads, without benefit of agriculture and industry, exist from the land in a tropical rain forest. It is one of the first in a series of 36 titles, under production by Louis de Rochement, devoted to how people live and work around the world, especially in the Americas, and how people outside the Americas deal with their physical environment.

Nomads of the Jungle describes living and working in one type of rain-forest economy found in the Malay Peninsula. It is especially useful in depicting modes of jungle transportation, in illustrating the social and economic importance of the

family unit in nomadic life, and in showing the varied and skillful utilization of such basic natural resources as bamboo and bananas. It also shows certain effects of a tropical climate, such as rapid food spoilage and the almost total absence of clothing among inhabitants of all ages.

The film is organized around the activities of Ahlong, twelve-year-old son of a chieftain. His reaction to jungle ways are projected in a commentary spoken in the first person in simple and unsophisticated English. Especially interesting to children are Ahlong's preparations for and adventures on the hunt. These are followed by his trip down the river to the trading post. Here spoils of the hunt are exchanged for the indispensable jungle knife, imported from England or the United States, and for gifts selected by

BUILDING A FILE OF AUDIO-VISUAL MATERIALS

Will you take the trouble to drop us a penny postcard saying that you have read this paragraph? This sounds like a strange request, but you will do the magazine and the National Council a real service by this brief expenditure of time. May we explain?

We should like to have, in the first place, some idea of the number of teachers who regularly read "Sight and Sound." We also want to know how many teachers clip the items listed in this department, paste them on 3 x 5 cards, and file them for continuing reference. We already know that Dr. Hartley's department is one of the most popular in the journal. He has worked faithfully for many years to make it so, and is constantly seeking ways to increase its value to teachers. Last November, for example, he instituted a new monthly feature called "Film of the Month," which is a brief critical review of an outstanding film. We believe that many more readers would clip and file notices about new audio and visual aids if this material appeared on *only one side of each page* in the department. We believe that, but we do not know for sure.

There is a second reason for asking you to drop us a card. Advertisers are, of course, interested in the number of people who read a magazine. We know that *Social Education* currently has a circulation of 6,000. But neither the advertisers nor the members of the editorial board know how many people actually *read* the journal. Your reply, then, will give us valuable evidence upon which to sell advertising space. Needless to say, the more space we sell, the better journal you will get for your money.

Please let us hear from you. Three brief sentences are all we need—although we shall be more than pleased to have a long letter of criticisms and suggestions in reference to the magazine as a whole. The three statements:

1. I read this notice.
2. I clip (do not clip) the items in "Sight and Sound," and wish you would print this material on *only one side of the page*.
3. I should like to see this same procedure followed with Ralph Adams Brown's department, "Pamphlets and Government Publications."

Address your postcards to: The Editor, *Social Education*, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Ahlong and his father for all members of the family. The homeward trip made over wet jungle trails takes much longer than the down stream journey. But the effort seems worthwhile as the hunters reach their village, recently constructed near the all-important river and at the juncture of forest and savanna.

Here, then, is a film providing rich detail for the elementary, secondary, and even beginning college student of social geography; for classes in anthropology; and for adults interested in informative film material. Original footage, featured by numerous excellent close-ups, combined with deliberate pacing and good continuity make this film a contribution to general education.

Reviewed by Kenneth B. Thurston
Indiana University

Motion Picture News

A number of valuable suggestions concerning the selection, procurement, care, and utilization of audio-visual materials are to be found in a little booklet entitled *The Audio-Visual Way*. Published by the State Department of Education, Tallahassee, Florida, this thirty-five cent brochure is cleverly illustrated and full of practical ideas.

Recent 16-mm Sound Films

Bailey Films, Inc., 2044 North Berendo, Hollywood 27, Calif.

Guatemala, Land of Eternal Spring. 18 minutes, color; sale: \$80. Pictures the occupations of its people, their geographical environment, religion, and education.

Frontier Farmer of Alaska. 15 minutes, color; sale: \$115. The life of the settlers in the Matanuska Valley. Coronet Films, Coronet Building, Chicago 1.

Installment Buying. 10 minutes; sale: color \$90, black and white \$45. Demonstrates the pitfalls of installment buying.

Banks and Credit. 10 minutes; sale: color \$90, black and white \$45. The essential part a bank plays in the economic life of a community.

Film Program Services, 1173 Avenue of the Americas, New York 19.

Highlights of the United Nations Year, 1947-1948. 10 minutes, sound; rental: \$2.00. A record of the work of the United Nations in the fields of health, relief, food and agriculture, and care of children.

Searchlight on the Nations. 20 minutes; rental: \$4.00. The role which modern communication is playing in world affairs.

Frith Films, 840 Seward Street, Hollywood 38, California.

Bob Learns About Ocean Trade. 11 minutes, color; sale: \$65. Trade in a large harbor is explained in terms of the importance of exports and imports.

RKO Radio Pictures, 1270 Avenue of the Americas, New York 20.

Power Unlimited. 16 minutes; rental: apply. The story of coal and its uses.

Whistle in the Night. 17 minutes; rental: apply. Facts about our modern railroads.

United Airlines, School and College Services, 80 East 42nd Street, New York, 17.

Of Men and Wings. 18 minutes, free loan. The development of coast-to-coast air mail and passenger service from 1920 to 1947.

Highway to Hawaii. 28 minutes, free loan. By air from San Francisco to Honolulu. Scenic attractions and the industrial and community life of the islands of Hawaii.

Yellowstone and the Grand Tetons. 30 minutes, color, free loan. Scenic wonderland of the West from the air and land.

Filmstrips

Audio-Visual Associates, P. O. Box 243, Bronxville, New York.

Brazil. 50 frames, \$2.50. Pictorial map and a tour of the countryside.

China. 64 frames, \$2.50. Life today in China's schools, homes, farms, industrial establishments.

Canada. 45 frames, \$2.50. Pictures and maps of rural Canada and its cities.

Mexico. 43 frames, \$2.50. Mexico's customs, culture, clothing, food, occupations, and natural resources.

Russia. 50 frames, \$2.50. People, industries, old and new Russia, home life, food and clothing.

Alaska. 42 frames, \$2.50. Eskimos, mining, fishing, geography, agriculture, wild life.

The New York Times, School Service Department, Times Square, New York 18.

Report on the News. A new filmstrip on important topics in the news issued every month during the school year. Topics chosen include those having enduring value. Titles of strips issued to date are "A President Is Elected," "Palestine Divided," "The Marshall Plan," "The German Problem," "China." Subscription to the *New York Times* filmstrips, including a teacher's manual, is \$12 for eight monthly strips.

Popular Science Publishing Co., Audio-Visual Division, 353 Fourth Avenue, New York 10.

Exploring Through Maps. Series of four filmstrips: "Maps and Their Meanings" (color), "We Live On a Huge Ball," "Flat Maps of a Round World," and "Maps and Men." Sold only as a series, \$16.50.

A Day in Ancient Athens. 40 frames, \$3.00. Follows a typical Greek family through their activities.

Growing up in Ancient Greece. 40 frames, \$3.00. A boy's early life is shown in an extremely interesting fashion.

A Day in Ancient Egypt. 40 frames, \$3.00. The varied activities of the Egyptians in the age of the Pyramids.

Growing up in Ancient Egypt. 40 frames, \$3.00. As a boy chooses his vocation, we are shown various types of industry in ancient Egypt.

Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Illinois.

Canadian Regional Geography Series. Series of 12 filmstrips on the land, agriculture, and industry of the Canadian people. Set of 12 black and white filmstrips, \$33.

The Story of Thanksgiving. 30 frames, color, \$5.00. Series of original drawings on origin of Thanksgiving.

Text-Film Department, McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 18.

Home Ground. 37 frames, \$4.50. Cooperation at home, maintaining harmony with members of the family.

School Spirit. 37 frames, \$4.50. Class behavior, library and lunchroom etiquette. Also a word on honesty.

As Others See You. 37 frames, \$4.50. How to walk, stand, dress.

Table Talk. 37 frames, \$4.50. Guidepost to dining room etiquette.

Stepping Out. 37 frames, \$4.50. Behavior on street, at restaurants, in the movies. Introductions and dating.

United Airlines, School and College Services, 80 East 42nd Street, New York 17.

Coast to Coast Geography From the Air. 53 frames, free loan. Aerial patterns of some sections of our nation from East to West coast.

Global Concepts of the Age of Flight. 24 frames, free loan. The development of map projections and their significance in aviation.

Air Transportation Jobs and You. 55 frames, free loan. Describes jobs in air transportation together with employment possibilities for youth in air transportation.

H. W. Wilson Company, 950-72 University Avenue, New York 52.

The Educational Film Guide. Bound volume, September 1948, monthly supplements except for July and August, and bound volume for September 1949, \$4.00.

Radio Notes

Practical help for schools choosing broadcast receiving equipment is furnished by a brochure published by the Radio Manufacturers Association, 1317 F Street, N.W., Washington 4, D.C. Entitled *Classroom Radio Receivers*, this 38-page booklet sets forth basic specifications as developed by the United States Office of Education and the Radio Manufacturers Association joint committee on specifications for school audio equipment. The following four factors involved in the selection and purchase of new classroom receivers are analyzed: First, the educational objectives of classroom audio activities; second, the specific broadcast programs that are or will be available for classroom use; third, the methods of transmission used by broadcasting stations offering the desired material; and, finally, the type of classroom receiver needed to tune these programs. Single copies of this brochure are available without charge from the Radio Manufacturers Association.

Maps and Atlases

The Rand McNally Company (536 South Clark Street, Chicago 5) recently announced the revision of their world maps to show important changes in boundaries and names resulting from World War II. Changes include the new western boundary of the Soviet Union, the limitation of Japanese sovereignty to four major islands and a few minor islands, Korea an independent country, Manchuria and Formosa restored to China.

On these maps a square inch represents the same number of square miles anywhere on the earth's surface. Also available are two maps on present-day Asia, and two present-day globes. Descriptive material on these maps will be sent upon request.

Worth investigating is "The Comprehensive Series Social Studies Maps of the United States" published by the Modern School Supply Company, Goshen, Indiana. The low price and the simplicity of this series will appeal to many teachers.

Large range navigation charts for almost every area of the earth cost 40 cents each from Pan American Navigation Series, 12021 Ventura Boulevard, North Hollywood, California.

The Weber Costello Company (Chicago Heights, Illinois) has recently completed two new maps which they call magna-graphic. These are large maps of the United States designed for classroom use, 66 x 45 inches in size, and printed without borders so that no portion of the map sheet is wasted. Drawn to a scale of 45 miles to the inch, one shows the political United States and the other the political-physical United States. Write to the above address for further information concerning these two maps.

American history teachers will welcome the news that there is at last a moderately priced atlas available for that subject. The C. S. Hammond Company (305 East 63rd Street, New York 21) now publishes a 38-page *American History Atlas* complete with full color maps strengthened by pictorial charts. This atlas portrays, on a geographical plane, the unique growth of the United States from a wilderness settlement to a strong and influential member in the family of the world's nations. Here is an authoritative atlas, skillfully conceived, which will contribute much to a student's knowledge of American history. The price is 50 cents per copy, or 40 cents each in group orders.

Charts Posters, and Pictures

Materials which will assist in the difficult task of building wholesome attitudes and stimulate discussion of personal and family problems is indeed difficult to find. Teachers interested in the field of guidance, social studies orientation, and problems of youth will do well to investigate the charts and books published by National Forum Inc., 407 South Dearborn Street, Chicago 5. The charts, printed in color, provide the framework for both personal and group questions. Four general topics are dealt with and there are 33 charts on each of the following

aspects of student life: "High School Life," "Discovering Myself," "Planning My Future," and "Toward Adult Living." The charts cost \$21 per set. Student books to accompany the charts are \$1.50 each.

A *Handbook of Job Facts* by Alice H. Frankel is a collection of job information in chart form. The handbook furnishes up-to-date facts on 225 jobs. Classes of employment, the nature of the work, the training required, and similar information is given in the various charts. Copies of the handbook are \$2.50 each from Science Research Associates, 228 South Wabash Avenue, Chicago 4.

Write to the American Book Company, 88 Lexington Avenue, New York 16, for a copy of "History Hill," a classroom chronological chart of American history. Designed to accompany Wilson and Lamb's *American History*, this chart lists in graphic fashion the outstanding events in American history.

The Educational Service Division, General Electric Company, Schenectady 5, New York, will send free copies of *Electricity in Railroading*, a comic book in color, free of charge to teachers.

Write to United Airlines, School and College Service, 80 East 42nd Street, New York 17, for a free set of 16 pictures on the "History of Mail." These pictures are each 8 1/2 x 11 inches in size and make good bulletin board material. Other sets of pictures which are free from the same source are "Air Cargo," "Historic Planes," and "The Mainliner 300."

Building America, a series of picture units sponsored by the Association for Supervision and Curriculum Development of the National Education Association, is now obtainable in bound volumes. Many of the Units have recently been revised and brought up to date. Five volumes are ready for the schools. They are: *The Eastern Hemisphere* (Europe, British Commonwealth and Empire, Italian Americans, Africa, America's Outposts, China, Russia, East India, Oil, America and Foreign Trade); *The United States, Geography and Civics* (Seeing America, Our Federal Government, Congress, Politics, Foreign Relations, Social Security, Community Planning, Land Resources, Water Resources, Conservation); *The United States: Part II* (We Americans,

American Indians, Spanish Speaking People, Family Life, American Craftsmen, America Discovers Its Songs, American Theatre, Our Constitution, Civil Liberties, Civic Responsibilities); *Industries and Occupations, Part I* (Food, Clothing, Housing, Transportation, Communication, Power, Men and Machines, Business, Aviation Movies); *Industries and Occupations, Part II* (Electronics, Light Metals, Plastics, Radio, Public Health, Chemistry at War, Rubber, Challenge to American Youth, Education, Finding Your Job). Each unit is 32-pages in length, is profusely illustrated and has a study guide. For further information concerning this material, write to Building America, 2 West 45th Street, New York 19.

Helpful Articles

Anthony, James K. "Postage Stamps as Visual Aid Material in the Teaching of Geography," *The Journal of Geography*, XLVII:325-328, November 1948. Examples of the type of information which may be gained from an examination of our postage stamps.

Browning, Mary. "Experiences in Social Living," *Childhood Education*, XXV:126-127, November 1948. Experiences which contribute to child growth in social living on the kindergarten-primary level. Stresses home and community cooperation with the school.

Heacock, Grace M. "Students Aid Audio-Visual Programs," *NEA Journal*, XXXVII:536-537, November 1948. Students serve as operators and coordinators in the audio-visual program in a Buffalo, New York, high school.

Hinze, Vernon A. "We Document Our Learning Experience," *See and Hear*, IV:28-29, October 1948. Learning through a combination of field trip and homemade filmstrips and motion pictures.

Hoffman, Hazel W. "Making History Live," *The Grade Teacher*, LXVI:63, 74, December 1948. Utilizing sources, excursions, and community materials in the middle grades.

Miller, William S. "The How of Map and Globe Use," *Audio-Visual Guide*, XV:26-29, October 1948. Learning through application is here applied to building map skills.

Weathers, Garret A. "Evaluating Audio-Visual Materials," *Audio-Visual Guide*, XV:19-20, October 1948. Committee selection of films is discussed and several valuable techniques are given.

Williams, Paul T. "Building Mental Images," *The Nation's Schools*, XLII:54-55, December 1948. How visual aids may be employed in training children to form clear, exact, and definite images.

Wolf, Ray O. "Stereotypes Lead to Bad Human Relations," *School Management*, XVIII:35, November 1948. Films must eliminate stereotypes.

Book Reviews

MAN AND HIS WORKS. By Melville J. Herskovits. New York: Alfred A. Knopf, 1948. Pp. xviii, 678. \$5.00.

Anthropology, the youngest of the social sciences, was perhaps the fastest growing social science in this country before the war. Yet during the war, when our troops were stationed in the South Pacific, in North Africa, and in the Orient, the need to know much more about the peoples and cultures of the world, about foreign friend and foe alike, was felt with special force. Language and area programs were hastily organized to meet those needs. Today a large cross section of our youth have had some instruction in anthropology, and colleges and universities are constantly adding the subject to their curricula.

The secondary school has not remained unaffected by this trend. The names of Boas, Benedict, Mead, and Linton are familiar to the social studies classroom today. Such anthropological concepts as "culture" and such phrases as "culture pattern" are now a commonplace in the social science offerings of the secondary schools. As these new materials enter the social studies, teachers are increasingly attempting to master them and to relate them to the general subject matter being presented. Certainly one of the ways in which the alert social studies teacher can gain excellent guidance in this direction is to read

Melville J. Herskovits' new book, *Man and His Works*.

Dr. Herskovits is professor of anthropology and chairman of the Department of Anthropology at Northwestern University. He is also editor of the *American Anthropologist*, the periodical of the American Anthropological Association. He has carried out significant fieldwork among the native peoples of Africa and among the folk peoples of the New World. He has engaged in research and published books and papers in the fields of primitive economics, folklore, acculturation, and physical anthropology as well. This wealth of background and experience gives him the range and balance to produce a first-rate, satisfying general introduction to anthropology. Accordingly, his book is clearly and pleasingly written, well organized, up to date, and fair to all points of view.

Dr. Herskovits begins by defining anthropology and describing its four main branches. He then devotes a section to the nature of culture. In a section that follows he briefly sketches the physical evolution of mankind and the cultural developments of the past as they have been pieced together by archeological discoveries. He corrects the biased assertions of the racist concerning the relation between physical type and culture and he convincingly deflates the exaggerated claims

CORRECTIONS AND APOLOGIES

Our Changing Social Order. By Ruth Wood Gavian, A. A. Gray, and Ernest R. Groves. Boston: D. C. Heath and Company, 1947. Third edition. Pp. viii, 616. \$3.20. We regret that in the review of this volume appearing in the November 1948 issue of *Social Education* (P. 334) the title was incorrectly listed. We wish to offer our sincere apologies for this mistake.—THE EDITOR.

To the Editor of Social Education:

Professor Roucek has called my attention to an error in my review of *Governments and Politics Abroad*.¹ Contrary to my impression, that volume does contain an analysis of the French Constitution of 1946, although not in the section dealing with the Constituent Assembly and the inauguration of the Fourth Republic. Nor does there seem to be any cross reference to it there or in the index under "France" or "Fourth Republic, French." Thus I was misled when I checked my recollection on writing the review. I regret deeply the injustice done to Professor Cave, author of the chapter on France.

Thomas P. Pardon

¹ *Governments and Politics Abroad*. Edited by Joseph J. Roucek with the collaboration of Floyd A. Cave, Wilbert L. Hindman, Glen E. Hoover, and Thorsten V. Kalijarvi. New York: Funk and Wagnalls, 1947. Pp. xi, 585. \$4.00. The review in question appeared in the October 1948 issue of *Social Education* (Pp. 285-286).

of the extreme environmentalist for a geographic or climatic explanation of cultural differences.

The book is of special use to the general reader because Professor Herskovits summarizes what has been accomplished thus far by means of various types of anthropological investigation. His account of the recognized culture areas of the world is an extremely useful compilation of evidence from many sources and gives a clear idea of how far anthropologists have gone in respect to spacial or areal interests. Yet his discussion of something at the other extreme of theory, namely, patterning phenomena or integration in cultures, is lively and provocative and shows a familiarity with the latest developments in this direction also.

It would take too long to review all the aspects of culture to which the author offers an introduction. Technology, economy, social organization, political systems, religion and many other topics receive attention.

Educators will be particularly pleased to see that Professor Herskovits devotes a whole chapter to education and socialization among non-literate peoples. They will find much food for thought in his description of the various devices by which peoples the world over educate their young and in the distinction he draws between education and schooling. They will learn that the formal element in "primitive" education has been greatly underestimated, and they may begin to suspect that many important informal techniques of education in our own society have not been given due attention.

The usefulness of the book is increased by an extensive bibliography and a detailed index.

MORRIS EDWARD OPLER

Cornell University



THE INDIVIDUAL, THE STATE AND WORLD GOVERNMENT. By A. C. Ewing, New York: The Macmillan Company, 1947. Pp. viii, 322. \$4.00.

SURVIVAL OR SUICIDE. Harry H. Moore, Ed. New York: Harper, 1948. Pp. xii, 209. \$2.00.

The purpose of both books is to emphasize the necessity for making peace and developing world government. The approach and style of writing is an interesting contrast. *Survival or Suicide* is popular, interesting, but at times sketchy. The content is largely known to well read people. It would be valuable for high school students. *The Individual, the State and World Government* is a work in political philosophy.

It deals with fundamental concepts, as one would expect from a professional philosopher. It is valuable to the teacher for reviewing or building up basic background.

Survival or Suicide includes writings or condensations from William L. Laurence, David E. Lilienthal, Raymond B. Fosdick, Harold Urey, Leland Stowe, John Fischer, Quentin Reynolds, and others. Harry H. Moore has skillfully edited the material and provided chapters to fill out the presentation. It stresses the urgent necessity for gaining world peace while admitting frankly that preparations for World War III are being made at terrific cost. In all countries this money could be used to great advantage for human welfare. Major consideration is given to Russia. Mr. Moore suggests that individuals in communities be generous and give direct aid to people in Europe. Individuals should also give thought to remedying the weaknesses in our democratic system. People should work through discussion groups, through the distribution of books and pamphlets, through study, and through direct action, such as letter writing, to help make a united world. This is the grass-roots approach in which the individual does something. The appendix provides questions for discussion, a list of organizations working for peace, and a bibliography of educational materials.

Dr. Alfred Cyril Ewing is a distinguished British philosopher in the University of Cambridge. The bulk of the manuscript was written during World War II and parts have been revised since. This may partially explain the fact that treatment of Germany is a major problem, while very little attention is given to the U.S.S.R. The work is primarily concerned with the long view of the basic political systems of our time.

An elaborate chapter on the rights of the individual follows the introduction. There is a chapter on democracy, followed by a chapter on the concept of the state. The final, and probably most important chapter, is on international government. Dr. Ewing holds that there must be some kind of world government as a solution to war making. Nationalism has been the main obstacle to international government. "The sentiment toward the nation is itself largely a development of the last few centuries and not a part of man's original psychological constitution, and in any case human nature has changed enough to produce and work widely different institutions at one period from those which were produced and worked at another."



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Pessimism can be as bad as wishful thinking. The United Nations is a step ahead of the League of Nations. Dr. Ewing is a strong supporter of democratic institutions because they are less unsatisfactory than other systems. "Democracy is essentially a political principle which stands for government by discussion, and at its best by reason; and the principle of democracy together with the principle of law and the ethical principles which any decent man applies to his individual conduct needs extending to cover world politics." The present crisis has shown what happens when human reason is not applied.

JULIA EMERY

Wichita High School East
Wichita, Kansas

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BACKGROUND OF WORLD AFFAIRS. By Julia Emery. New York: World Book Company, 1948. Pp. xv, 386. \$2.16.

This book, a revision of a 1942 edition, was prepared as a basic text for high schools offering courses in international relations and modern problems. An increasing number of schools are

either introducing specific courses to educate students for better international understanding or are integrating the needed materials in courses already established. This volume is intended to meet this need.

Modern nationalism, imperialism, and international law are treated. Certainly no text in this field would be satisfactory without some attention being given to these subjects. Teachers are looking for books that will give them and their students a better understanding of international politics.

There is need for some historical background, and the author has kept the title of this book constantly in mind in preparing it. Past events that have a relation to current happenings are noted and important trends in history are analyzed. Wilson's Fourteen Points, the Treaty of Versailles, the Covenant of the League of Nations, and the World Court are all discussed as background material to an understanding of the United Nations in action.

The reviewer would recommend, however, that any teacher who selects this volume as a textbook obtain for his own use the recent publication of

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the National Education Association entitled, *Education for International Understanding in American Schools*.

JOSEPH KISE

State Teachers College
Moorhead, Minnesota

OUR ECONOMIC WORLD. By Wallace W. Atwood and Ruth E. Pitt, Boston: Ginn & Company, 1948. Pp. viii, 529. \$2.80.

This is a book that should be read by school administrators and social science department heads. The book not only sells itself, but also shows the need for the inclusion of a course based upon the book in a well-rounded curriculum.

As geography the first four units of this book are admirably written. The unit, "The Physical World," contains a wealth of fact and detail presented in a style which should be interesting reading to the secondary school student. The factual data are accurate and much more complete than in the usual textbook for secondary school geography. One criticism seems warranted: the authors should have presented the generally accepted theory of fronts and air masses as determinants of weather, particularly since this book will find its greatest use where weather is subject to those controls during most of the year.

The unit, "Peoples of the Earth," is an excellent argument for understanding our world neighbors. It is factual but never dull. The lack of cloying sentimentality should appeal to both student and teacher.

The two units on economic geography, "Economic Resources of the world" and "Trade With Our World Neighbors," show the sources of the world's goods, their preparation for use by man, the need for wise use of resources, and the part

that modern communications play in bringing us our daily needs. Editing of these units is excellent though some few statements may be questioned, particularly from a relative viewpoint. Examples: "Birmingham, Alabama,—is near—rich deposits of iron ore," and "They (Japan) had a good supply of coal."

The last two units, "Economic Services and Responsibilities" and "Work and Workers in Our Economic World," show the interrelationships of individuals in the contemporary world. From these units the student can gain a better idea of his place in the world, of the problems which people in various occupations face, and of the various possibilities which are open to young people today.

The appendix is in three parts. The first is a list of problems, activities, and books for reference reading for each of the units. The items are generous in number. From them the teacher can develop activities of value to students with a variety of interests. The second part is a list of occupations, and the third is a very complete pronouncing index.

This book is valuable for its accuracy in detail and for its many excellent illustrations, but even more so for the genuine and almost continuously successful attempt to make it interesting and for the basis in practical teaching on which it is written.

GABRIEL P. BETZ

J. Sterling Morton Junior College
Cicero, Illinois

THE GOVERNMENT OF CANADA. R. MacG. Dawson. Toronto, Canada: University of Toronto Press, 1948. Pp. x, 662. \$5.50.

This book should remain the standard treatment of Canadian dominion government for a long time. Not only has Professor Dawson displayed his erudition in the subject matter of Canadian government, but he has also demonstrated a thorough knowledge of and adherence to standards of correct text writing. By omitting, except incidentally in relation to political organization, Canadian government at and below the provincial level, and by foregoing discussion of problems of Canadian political economy, an unusually thorough treatment of dominion government proper becomes possible without the ponderosity which has become a common affliction of general texts in government.

The constitutional basis of Canadian govern-

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ment is the subject of the first fourth of the book. The United States reader finds of particular interest the incarnation of the "Hamilton plan" of 1787 with Senators holding life terms, power of disallowance by the central legislature of acts of provincial legislatures, and central appointment of provincial governors; and the effect of our Civil war on the constitutional distribution of powers in Canadian federalism.

The central position of the cabinet in the dominion government is emphasized and the conventions that have made the cabinet system a "going concern" are carefully and clearly described. The reader in the States will note well many tersely effective phrasings that serve to "let him in on" the mysteries of cabinet government. A fragment from the material introductory to the subject of the cabinet is illustrative: "The Cabinet links together the Governor-General and the Parliament. It is, for virtually all purposes, the real executive. . . . The cabinet is the servant of the Governor, yet in practice it tells him what to do; it is also the servant of the House of Commons, yet it leads and directs the House and is in a very real sense the master of the Chamber" (p. 197).

The treatment may seem to be somewhat fine-

spun in places, yet the abundance of detail is furnished with a balanced judgment, a true feeling for the proper word or phrase, and an occasional injection of sharp humor so that the reader finds no ordeal in the perusal. After all, descriptive texts on government do not, generally, compete with detective stories.

The last half of the book is given over to agencies of representative government. One wonders why the chapter on the Judiciary is inserted here between Part V, The Legislature, and Part VII, Political Parties. A more logical placement would seem to be much earlier in the text.

A parallel between Canadian and United States political parties appears in such respects as the two-party tendency, the search for regional alignments, the platform ambiguities, and the early rise of conservative nationalism soon followed by agrarian democracy. Here in particular, historical treatment effectively supplements institutional description. The leadership of Sir John A. MacDonald in the Conservative Party and of Sir Wilfrid Laurier in the Liberal Party is traced in this historical perspective, and the rise of the CCF party is then placed in this setting, its origins explained, and its potentialities weighed.

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In view of the similarities of party developments between the United States and Canada, the growth of the CCF may hold a lesson well worth studying. Professor Dawson's book is the starting point of such a study.

LOUIS H. DOUGLAS

Miami University

MARRIAGE FOR MODERNS. By Henry A. Bowman. New York: McGraw-Hill, 1948. Second edition. Pp. xi, 544. \$4.00.

Student needs, interests, and abilities form the primary focus of this book by Dr. Bowman, who heads the marriage education program at Stephens College. The author bases the book on the questions students ask about marriage and preparation for marriage. The approach is functional rather than academic and should prove to be exceedingly useful in helping students to develop a healthy attitude towards marriage.

The author is content to leave theoretical formulation and interpretation to others. The audience to which he addresses his remarks is not composed of professional social scientists nor advanced students in sociology, but rather

to young people who are struggling to find answers to the perennial questions and complexities of preparation for and adjustments in marriage.

The usual topics in marriage courses centering around mate choice, courtship and engagement, wedding and honeymoon, personality adjustment in marriage, and divorce appear in this volume. In addition full chapter consideration is given to topics such as reproduction, family planning, and the permanently unmarried, which in other marriage texts are seldom given more than a glance. The uniqueness of the book lies not so much in the topics selected as it does in the refreshing manner and skill displayed by the author in his continuing focus on student concerns.

Illustrative of the devotion of the author to the students' basic interests is the chapter on reproduction. Most texts in this field have omitted this topic but Bowman gives a detailed discussion of the reproductive process based on well-documented data from the most recent and reliable literature of obstetrics and gynecology.

I recommend this book highly as a text in marriage education courses during the first two years of college. While high schools seldom have courses with the marriage label, the book contains much useful material for segments of other courses dealing with this area. Anyone concerned with the task of helping young people achieve satisfactory adjustments to marriage will find this book most helpful.

ORDEN SMUCKER

Michigan State College

THE AMERICAN WOMAN IN MODERN MARRIAGE. By Sonya Ruth Das. New York: Philosophical Library, 1948. Pp. 195. \$3.75.

In this revision of a doctoral dissertation originally presented at The Sorbonne, Dr. Sonya Ruth Das has set the development of the American woman's relation to marriage in the large perspective of western civilization. She has presented a solid base of statistics and factual information within a frame of values which may briefly be described as freedom and equality of the sexes in a cooperative, mutually advantageous pattern of relationships. The book is clearly written in straightforward prose. Combining an historical and a sociological approach, Mrs. Das has been especially interested in the interactions of individual personalities and social forces and conditions.

It would be difficult, if not indeed impossible, to find within such a brief compass such a well-informed, clearly presented, and sensible treatment of the subject, for Dr. Das has brought to it a vivid, forceful, and rich personality. The book should be especially welcome to teachers of the social studies, for it provides the basis for an intelligent, practical, and yet idealistic treatment of an area unfortunately neglected in our secondary schools. It should also be welcome to the adult reader, not only in this country, but in many other lands, where there is much interest in and much ignorance of, the status and role of women in American civilization.

MERLE CURTI

University of Wisconsin



FARMING IN AMERICA. By Harold S. Sloan. New York: Harper, 1947. Pp. xi, 242. \$1.60.

The cultural repercussions produced by the advent of the machine age affected all avenues of American life. In examining these developments both historians and sociologists have tended to emphasize the urban, industrial scene, often to the exclusion of the rural situation. The stereotyped picture of the farmer as a disturbed Granger, a fiery Populist, or a depression-ridden tenant has been all too prevalent. A clear and impartial view of the American farmer and his interrelationships with other areas of economic life is therefore welcome.

This book fills an important need for the secondary school social studies teacher. It is organized in eleven chapters along topical lines. The topics deal with such questions as production, pricing, credit, conservation, tenancy, cooperatives, agricultural education, and war influences. Each chapter contains a small group of suggested learning activities. There is an extensive bibliography and a list of films. The pictures, illustrations, charts, and graphs are ample, attractive, and well-selected.

On one score the teacher will have to handle the volume with some caution. Most of the material can be readily understood by the typical high school student, but in those sections where discussions of agricultural economics predominate all but the best students will experience difficulty.

This is a most useful book. Copies should be in every high school library. Many college classes could also use it to advantage.

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ADOPTED in Mississippi, North Carolina, South Carolina, Alabama, Kentucky, Indiana, Utah, Florida, Oklahoma, Oregon, Kansas, and in many cities, including St. Louis and San Francisco.

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By Shields and Wilson

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THE CAMPAIGN OF PRINCETON, 1776-1777. By Alfred Hoyt Bill. Princeton, N.J.: Princeton University Press, 1948. Pp. ix, 145. \$2.50.

The author of *Beleaguered City* and *Rehearsal for Conflict* here turns his attention to Washington's Princeton-Trenton campaign. This is a phase of American history about which nearly all people know something—but don't know much. As the author notes in his preface:

Washington's descent upon the Hessians at Trenton in the sleety dawn of the day after Christmas in 1776, his skillful strategic retirement thence a week later, and the battle at Princeton the following morning persist more or less vaguely in the memories of most Americans. But of the circumstances of these events—the British conviction that by overrunning New Jersey they had crushed the rebellion, a conviction shared by all but the most resolute of the patriots; the expedients and makeshifts by which Washington contrived to hold together his dilapidated and discouraged forces; the movement by which he so placed his army that by his second retirement from Trenton he regained the initiative which the swollen river and the doubtful support of his troops had cost him—of all these little is known generally and still less is generally understood.

The volume opens with an appraisal of the military situation in mid-December, 1776, the bleak outlook for the Revolutionary cause with which we are all familiar. The chapter closes with Washington's decision that "Now is the time to clip their wings, while they are spread" and his plans for the attack. The second chapter gives a detailed account of the Hessian dispositions and movements in New Jersey during that December, and of the battle at Trenton about which the British historian Trevelyan once wrote, "It may be doubted whether so small a number of men ever employed so short a space of time with greater and more lasting results upon the history of the world." The third chapter deals with Washington's return into New Jersey, or Cornwallis' advance on Trenton, and of the flanking movement by which the American army reached the British rear. The attack on the British forces at Princeton, its capture, and the American withdrawal toward Morristown are recounted in chapter four. "Ill-fed, half-clad, lacking shoes, poorly armed, and half of them raw militia," the author notes of Washington's troops, "they had destroyed two of the best brigades the King could send against them." A short final chapter recounts the highlights of the winter that followed and appraises the importance of the campaign.

This slim volume represents history as it should be more often written. Mr. Bill has not only provided a critical and well-rounded discussion of the military strategy and tactics involved in Washington's history-changing campaign, together with an appraisal of its effects, but he has developed the completeness of detail, the drama of fast action, the challenge of contrasting personalities that makes history interesting to the non-professional. This is the kind of book that will appeal to adolescent boys, that will be read without undue urging, and that will bring to its readers an understanding of historical development, interrelationship, and the effect of outstanding personalities. There are five excellent maps. One of these is a reproduction of the famous "Spy" Map of Princeton, now in the Library of Congress. This was drawn by Cadwalader from information furnished him by a young spy. Cadwalader sent it to Washington December 31, 1776, and it helped make possible the brilliant maneuver by which Washington reached the rear of Cornwallis' army without detection. The volume deserves a better index and a more accurate bibliography.

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